

DOCUMENT RESUME

ED 135 884

UD 016 700

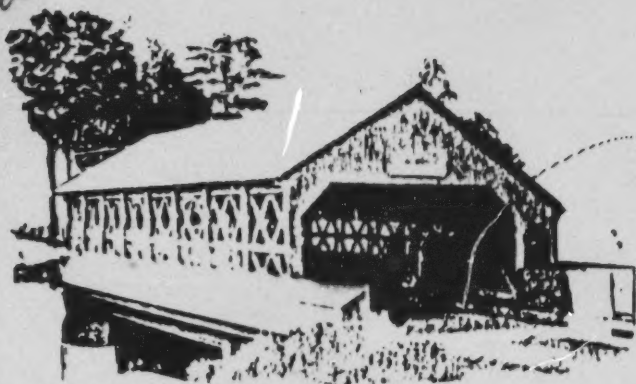
AUTHOR Melzer, Karen M.
TITLE Vermont ESEA Title I Education for the Disadvantaged.
Annual Evaluation, Fiscal Year 1975.
INSTITUTION Vermont State Dept. of Education, Montpelier.
PUB DATE 75
NOTE 124p.
EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.
DESCRIPTORS *Compensatory Education Programs; Elementary
Secondary Education; Federal Programs; *Mathematics;
Parent Participation; *Reading Programs
IDENTIFIERS *Elementary Secondary Education Act Title I; ESEA
Title I; *Vermont

ABSTRACT

A description and evaluation of Elementary and Secondary Education Act Title I- funded projects in Vermont are contained in this report. Information is provided for the following areas: participation of public and private school children in each program component and for each grade level (preschool-grade 12); per pupil costs; full and part-time personnel paid with Title I funds and other sources; volunteer participation; composition, involvement, and recruitment of Parent Advisory Councils; and council activities. Standardized and criterion- referenced test results showed that over 50% of all students who participated in Title I reading programs made appreciable gains during the 1974-75 school year. For mathematics, 48% of all participants achieved gains of at least 1.1 months in grade equivalent scores. Approximately 48% of all students who participated in speech programs were permanently dismissed. This meant, in most cases, that the problem area(s) was corrected. Measures of student performance for those districts using the Prescriptive Reading Inventory, a criterion-referenced reading program, are reported separately in the appendix. (Author/AM)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED135884



UD

VERMONT

ESEA TITLE 1

Education for the Disadvantaged

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ANNUAL EVALUATION

Fiscal Year 1975

UD16700



STATE OF VERMONT

Governor — Thomas P. Salmon

STATE BOARD OF EDUCATION

1975

Mr. Thomas L. Hayes, Chairman
Mrs. Marie Condon
Mr. David A. Gibson
Mrs. Joan Hoff
Mrs. Arline P. Hunt
Mrs. Barbara W. Snelling
Mr. John F. Wilson

Burlington
Bennington
Guilford
Burlington
Morgan
Shelburne
St. Albans

Department of Education

Robert A. Withey - Commissioner

Alan H. Weiss - Deputy Commissioner

Leon H. Bruno - Director, Federal Programs

ELEMENTARY AND SECONDARY EDUCATION ACT

TITLE I - P.L. 89-10

IN THE STATE OF VERMONT

ANNUAL REPORT 1974 - 1975

PREPARED BY:

Karen M. Melzer - Evaluation Specialist
Division of Federal Programs

WITH THE ASSISTANCE OF COMPENSATORY EDUCATION STAFF:

Philip C. Frey - Regional Consultant
Ray W. Kingsbury - Regional Consultant
Mary Ann Brennan - Early Childhood Consultant
Arthur C. Kerin - Account Clerk
Diane L. Danforth - Secretary

UNDER THE DIRECTION OF:

Gerard A. Asselin - Chief, Compensatory Education

JAN 19 1977

TABLE OF CONTENTS

	<u>Page</u>
I. Description of Report	1
II. Title I Overview	3
III. Student Participation	5
IV. Personnel	18
V. Parental Involvement	25
VI. Student Performance	31
VII. In-service Training	39
VIII. Part C. Programs	41
IX. Recommendations	43
X. Appendix	
A. Evaluation Report on Reading Projects Using the Prescriptive Reading Inventory 1974 - 1975	

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	ESEA Title I Allocation Comparison, Administration to Local Grant 1966-1975	4
2	Summary of Participation and Cost by Program Component - Part A Grants	6
3	Summary of Participation and Cost by Program Component - Part B Grants	7
4	Summary of Participation and Cost by Program Component - Part A & B Grants	7
5	Program Enrollment by Grade Level - Part A Grants	8
6	Program Enrollment by Grade Level - Part B Grants	9
7	Program Enrollment by Grade Level - Part A & B Grants	9
8	Statistical Summary of Student Involvement, Compensatory Early Childhood Ed. Component - Part A & B Grants	10
9	Statistical Summary of Student Involvement, Counseling Component - Part A Grants	11
10	Statistical Summary of Student Involvement, Counseling Component - Part B Grants	11
11	Statistical Summary of Student Involvement, Counseling Component - Part A & B Grants	11
12	Statistical Summary of Student Involvement, Health Services Component - Part A Grants	12
13	Statistical Summary of Student Involvement, Learning Disabilities Component - Part A Grants	12
14	Statistical Summary of Student Involvement, Math Component - Part A Grants	13
15	Statistical Summary of Student Involvement, Math Component - Part B Grants	13
16	Statistical Summary of Student Involvement, Math Component - Part A & B Grants	13

LIST OF TABLES

<u>Table</u>		<u>Page</u>
17	Statistical Summary of Student Involvement, Reading Component - Part A Grants	14
18	Statistical Summary of Student Involvement, Reading Component - Part B Grants	14
19	Statistical Summary of Student Involvement, Reading Component - Part A & B Grants	14
20	Statistical Summary of Student Involvement, Speech Component - Part A & B Grants	15
21	Statistical Summary of Student Involvement by Grade Level - Part A Grants	16
22	Statistical Summary of Student Involvement by Grade Level - Part B Grants	16
23	Statistical Summary of Student Involvement by Grade Level - Part A & B Grants	16
24	Statistical Summary of Student Involvement by Funding Source	17
25	Summary of Personnel by Title I Administrative Activity Assignment - Part A Grants	20
26	Summary of Personnel by Title I Administrative Activity Assignment - Part B Grants	20
27	Summary of Personnel by Title I Administrative Activity Assignment - Part A & B Grants	20
28	Summary of Personnel by Title I Instructional Activity Assignment - Part A Grants	21
29	Summary of Personnel by Title I Instructional Activity Assignment - Part B Grants	21
30	Summary of Personnel by Title I Instructional Activity Assignment - Part A & B Grants	22
31	Summary of Personnel by Title I Supportive Activity Assignment - Part A Grants	23
32	Summary of Personnel by Title I Supportive Activity Assignment - Part B Grants	23
33	Summary of Personnel by Title I Supportive Activity Assignment - Part A & B Grants	23

LIST OF TABLES

<u>Table</u>		<u>Page</u>
34	Summary of Personnel by Title I Activity and Funding Source	24 24
35	Summary of Volunteer Participation	24
36	Summary of Parent Advisory Council Composition	26
37	Summary of Parent Advisory Council Involvement	27
38	Summary of Administrative Methods of Recruitment for Parent Advisory Councils	28
39	Summary of Total Estimated Costs of Title I Services for Parent Advisory Council Activities Paid with Title I Funds	30
40	Summary of Student Performance by Program Component	32
41	Summary of Student Performance by Grade Level	32
42	Summary of Student Performance, Reading Component - Part A Grants	33
43	Summary of Student Performance, Reading Component - Part B Grants	34
44	Summary of Student Performance, Reading Component - Part A & B Grants	34
45	Summary of Student Performance, Math Component - Part A Grants	35
46	Summary of Student Performance, Math Component - Part B Grants	36
47	Summary of Student Performance, Math Component - Part A & B Grants	36
48	Summary of Student Performance, Learning Disabilities - Part A Grants	37
49	Summary of Requests for Inservice Training	40
50	Summary of Part C Grant Awards	41
51	Summary of the Educational Impact of Part C Funds	42
52	Summary of Program Staff Recommendations	44

I. DESCRIPTION OF REPORT

The information contained in this report is primarily a summary of data included in evaluation reports submitted to the State Title I office by each local educational agency receiving ESEA Title I, P.L. 89-10, funds. These district reports are submitted on evaluation forms designed by the State Title I office and consist of three parts.

Part I is a summary of the total supervisory district Title I program and is prepared by the Title I contact person. This section requests information concerning the participation of public and private school children in each program component as well as on each grade level (preschool - grade 12); per pupil costs; full and part-time personnel paid with Title I funds and other sources; volunteer participation; composition, involvement, and recruitment of Parent Advisory Councils as well as an estimated cost of council activities; Part C Special Grants; estimated cost of in-service education; conclusions and recommendations.

Part II provides information on each project and is prepared by Title I teachers and specialists. A separate report is prepared for each project (reading, math, learning disabilities, speech, health services, counseling) and includes data concerning student participation, achievement of program objectives, standardized test results, in-service education, conclusions and recommendations.

Part III reports on projects which serve preschool children. This section, a slightly modified version of Part II, is completed by preschool project staff members.

A total of 54 supervisory districts submitted reports evaluating their FY75 programs. Corresponding figures for individual projects are as follows: learning disabilities - 22; remedial math - 11; remedial reading - 46; speech - 23; health services - 20; counseling - 16; early childhood education - 20. In addition, eight reports were submitted evaluating individual projects in the areas of: physical education, Big Brother-Big Sister program, library, and psychological services, summer programs, bilingual education, and language development.

As mentioned previously, this report will summarize the individual district and project evaluations submitted to the State Title I office as well as point out statewide trends and offer explanatory information as appropriate. Data will be reported separately for Part A 89-10 ESEA Title I programs and for Part B Incentive Grants, followed by a summary incorporating both sets of data.

II. TITLE I OVERVIEW

Title I of the Elementary and Secondary Education Act has brought into Vermont schools over 24 million dollars in essential educational and supportive services to children with special needs during the last ten years (See Table 1).

These funds - as this report shows - were used annually to make available to nearly 17,000 Vermont children at the elementary level an educational opportunity whose goal was to master the basic educational skills particularly in school districts with limited resources.

Local administrators have increased their commitment to providing quality services for the disadvantaged. However, as the size and scope of the program grows, the need for developing a comprehensive compensatory educational philosophy and an improved delivery of educational services become increasingly more critical.

The State Title I staff pledges to review its interests and efforts at working with local school administrators and parents of Title I children to help every Title I child improve in educational achievement so that he/she can perform in the classroom on a level commensurate with his/her peers.

TABLE 1
ESEA TITLE I ALLOCATION COMPARISON ADMINISTRATION TO LOCAL GRANT

1966 - 1975

	PART A	PART B	PART C	HANDICAPPED		ELIMINATED	ADULT CORR.	MIGRANT	TOTAL	ADM. GRANT	ADM. GRANT % OF TOTAL	SEA VERMONT TITLE I STAFF		
				HANDICAPPED	LEA TRANSFER							PROF. STAFF	INTERM.	SUPP. STAFF
1966	1,750,400	- 0 -	- 0 -	66,615	- 0 -	6,964	- 0 -	- 0 -	1,823,979	75,000	4.1	5	- 0 -	3
1967	1,484,141	- 0 -	- 0 -	96,528	- 0 -	8,663	- 0 -	630	1,589,962	75,000	4.7	5	- 0 -	3
1968	1,404,141	- 0 -	- 0 -	230,316	- 0 -	39,758	- 0 -	- 0 -	1,644,215	150,000	9.1	5	- 0 -	3
1969	1,372,006	- 0 -	- 0 -	211,359	- 0 -	45,535	- 0 -	3,566	1,632,466	150,000	9.2	5	- 0 -	3
1970	1,655,592	- 0 -	- 0 -	267,050	- 0 -	61,270	- 0 -	4,235	2,028,147	150,000	7.5	5.3	- 0 -	3.3
1971	1,738,933	58,099	6,224	293,368	- 0 -	66,752	- 0 -	4,792	2,169,769	150,000	6.9	5	- 0 -	3
1972	2,114,715	111,020	11,093	267,873	- 0 -	62,881	- 0 -	5,205	2,593,537	150,000	5.8	4.25	- 0 -	3
1973	2,343,361	276,662	41,572	659,528	- 0 -	77,819	13,758	6,019	3,418,719	129,534*	4.1	5.25	1	2.5
1974	2,093,957	366,412	29,070	733,535	- 0 -	63,443	4,168	16,326	3,306,911	142,120*	4.3	4.5	1	3
1975	2,793,655	366,674	25,186	732,043	9,722	63,443	4,168	20,732	4,015,623	142,593*	3.6	5.5	1	4

*Administrative Grant adjusted downward to reflect amount diverted to Indirect Cost

III. STUDENT PARTICIPATION

School districts were requested to provide information concerning student participation in several different ways: by program component; by grade level; and by statistical summaries of participation, graduation from program, and need for continued help. Each of these three types of information will be discussed separately.

A. Student Participation by Program Component

Within each program component, student involvement was broken down by public and private school participation. It should be noted, however, that these numbers represent a duplicate count, since a single child may have been receiving several different kinds of services at one time. Figures representing the total amount of Title I funds expended as well as per pupil cost were also reported for each program component. Summaries of this information appear in Tables 2, 3, and 4. As can be seen by these tables, the majority of services were provided to public school children by Part A grants.

By looking more closely at the summary of Part A grants (Table 2), it can be seen that the majority of children were involved in remedial reading programs, followed by health services. Health services included such things as home contacts and referrals to other agencies. The other category under program components represents physical education, summer, and Big Brother-Big Sister programs as well as library and mental health services. Overall, a total of 15,772 children participated in Part A programs at an average per pupil cost of \$125.62. With respect to per pupil costs associated with speech programs, it should be mentioned that these figures are lower in all cases than the actual cost of providing these services since Title I funds are typically matched by State and/or local dollars.

The summary of Part B grants which appears in Table 3, shows the largest number of students who participated in remedial reading and early childhood programs. Three programs were included in the other category: summer, bilingual, and language development. Overall, a total of 1,518 children participated in Part B programs at an average per pupil cost of \$234.77.

Table 4 presents a summary of Part A and B programs. A duplicated count of 17,290 children were served at an overall average per pupil cost of \$135.20.

Table 2

SUMMARY OF PARTICIPATION AND COST BY PROGRAM COMPONENT

Part A Grants

PROGRAM COMPONENTS	PARTICIPANTS		TITLE I FUNDS EXPENDED	PER PUPIL COST
	Public School	Private School		
Counseling	1,248	54	\$ 148,859	\$ 114.33
Early Childhood Ed.	80	- 0 -	35,091.17	438.64
Health Services	2,852	13	131,827.80	46.01
Learning Disabilities	1,220	6	203,731.69	166.18
Remedial Math	524	35	78,847.00	141.05
Remedial Reading	6,142	376	1,120,581.52	171.92
Speech	2,695	139	244,970.00	86.43
Other	388	- 0 -	17,332.00	44.67
TOTAL	15,149	623	\$ 1,981,240.18	125.62

Table 3

7.

SUMMARY OF PARTICIPATION AND COST BY PROGRAM COMPONENT

Part B Grants

PROGRAM COMPONENTS	PARTICIPANTS		TITLE I FUNDS EXPENDED	PER PUPIL COST
	Public School	Private School		
Counseling	125	- 0 -	\$ 30,960.00	\$ 247.68
Early Childhood	475	- 0 -	143,635.31	302.39
Health Services	- 0 -	- 0 -	- 0 -	- 0 -
Learning Disabilities	- 0 -	- 0 -	- 0 -	- 0 -
Remedial Math	189	- 0 -	37,750.00	199.74
Remedial Reading	485	- 0 -	70,514.00	145.38
Speech	52	- 0 -	9,533.20	183.33
Other	191	1	63,995.41	333.30
TOTAL	1,517	1	\$ 356,387.92	\$ 234.77

Table 4

SUMMARY OF PARTICIPATION AND COST BY PROGRAM COMPONENT

Part A & B Grants

PROGRAM COMPONENTS	PARTICIPANTS		TITLE I FUNDS EXPENDED	PER PUPIL COST
	Public School	Private School		
Counseling	1,373	54	\$ 179,819	\$ 126.01
Early Childhood Ed.	555	- 0 -	178,726.48	322.02
Health Services	2,852	13	131,827.80	46.01
Learning Disabilities	1,220	6	203,731.69	166.18
Remedial Math	713	35	116,597.00	155.88
Remedial Reading	6,627	376	1,191,095.52	170.04
Speech	2,747	139	254,503.20	36.33
Other	579	1	81,327.41	140.21
TOTAL	16,666	624	\$ 2,337,628.10	\$ 135.20

B. Program Enrollment by Grade Level

Each local school district was asked to provide an unduplicated count of public and private school children who participated in Part A and Part B programs on each grade level. Only those pupils who received prolonged services, defined as more than five days, were to be included. As mentioned previously, each student was to be counted only once regardless of the number of services he/she received under Title I.

Table 5 presents a breakdown of program enrollment in Part A programs, Table 6 in Part B programs, and Table 7 a combined total. As can be seen, by examining these three tables, the large majority of children served fell within grade levels - preschool through sixth grade. Within Part B programs, percentages of children served at each grade level varied somewhat due to state determined priorities or compensatory early childhood education and high school drop-out programs.

Table 5

PROGRAM ENROLLMENT BY GRADE LEVEL

Part A Programs

- Unduplicated Count -

Grade Level	Number of Participants			% of All Participants
	Public School	Private School	Total	
Preschool-K	930	14	944	8.21%
1 - 3	4,826	255	5,081	44.20%
4 - 6	3,593	205	3,798	33.04%
7 - 9	1,390	36	1,426	12.40%
10 -12	56	15	71	.62%
Special Ed.	173	3	176	1.53%
TOTAL	10,968	528	11,496	100%

Table 6

9.

PROGRAM ENROLLMENT BY GRADE LEVEL

Part B Programs

- Unduplicated Count -

Grade Level	Number of Participants			% of All Participants
	Public School	Private School	Total	
Preschool-K	422	0	422	36.04%
1 - 3	251	0	251	21.43%
4 - 6	122	2	124	10.59%
7 - 9	300	0	300	25.62%
10 -12	73	0	73	6.23%
Special Ed.	1	0	1	.09%
TOTAL	1,169	2	1,171	100%

Table 7

PROGRAM ENROLLMENT BY GRADE LEVEL

Part A and B Programs

- Unduplicated Count -

Grade Level	Number of Participants			% of All Participants
	Public School	Private School	Total	
Preschool-K	1,352	14	1,366	10.78%
1 - 3	5,077	255	5,332	42.09%
4 - 6	3,715	207	3,922	30.96%
7 - 9	1,690	36	1,726	13.63%
10 -12	129	15	144	1.14%
Special Ed.	174	3	177	1.40%
TOTAL	12,137	530	12,667	100%

C. Statistical Summaries of Student Involvement

A third breakdown of student involvement provided information concerning outcomes of participation in the various program components. Outcomes were summarized by the number of students who graduated from the program, those requiring additional help, and those who left the program for reasons other than graduation. Tables 8 through 20 present this information for Part A and Part B programs under each component. In all cases, numbers in parentheses indicate percentages of students. While some variation in outcomes can be noted among program components, generally 40% of all students graduated from the programs, 50% will require additional help, and 8% left the programs for reasons other than graduation. Statistical summaries of student involvement by grade level and funding source appear in Tables 21 through 24.

Table 8

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT
COMPENSATORY EARLY CHILDHOOD EDUCATION COMPONENT

Part A & B Programs

FUNDING SOURCE	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left for Other Reasons
Part A Programs	80	30 (37.50)	46 (57.50)	4 (5.00)
Part B Programs	475	263 (55.37)	159 (33.47)	53 (11.16)
TOTAL	555	293 (52.79)	205 (36.94)	57 (10.27)

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - COUNSELING COMPONENT

Table 9

Part A Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	96	55 (57.29)	41 (42.71)	0
1 - 3	479	238 (49.69)	222 (46.35)	19 (3.97)
4 - 6	536	287 (53.54)	214 (39.93)	35 (6.53)
7 - 9	181	88 (48.62)	73 (40.33)	20 (11.05)
10 - 12	10	0	7 (70.00)	3 (30.00)
TOTAL	1,302	668 (51.31)	557 (42.78)	77 (5.91)

Table 10
Part B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	0	0	0	0
1 - 3	6	0	6 (100.00)	0
4 - 6	0	0	0	0
7 - 9	21	0	21 (100.00)	0
10 - 12	98	55 (56.12)	25 (25.51)	18 (18.37)
TOTAL	125	55 (44.00)	52 (41.60)	18 (14.40)

Table 11

Part A & B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	96	55 (57.29)	41 (42.71)	0
1 - 3	485	238 (49.07)	228 (47.01)	19 (3.92)
4 - 6	536	287 (53.54)	214 (39.93)	35 (6.53)
7 - 9	202	88 (43.56)	94 (46.53)	20 (9.90)
10 - 12	108	55 (50.93)	32 (29.63)	21 (19.44)
TOTAL	1,427	723 (50.67)	609 (42.68)	95 (6.66)

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - HEALTH SERVICES COMPONENT

Table 12
Part A Grants*

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	151	75 (49.67)	72 (47.68)	4 (2.65)
1 - 3	874	384 (43.94)	470 (53.78)	20 (2.29)
4 - 6	1,171	788 (67.29)	368 (31.43)	15 (1.28)
7 - 9	658	485 (73.71)	145 (22.04)	28 (4.26)
10 - 12	11	0	11 (100.00)	0
TOTAL	2,865	1,732 (60.45)	1,066 (37.21)	67 (2.34)

*No Health services were funded under Part B Grants.

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - LEARNING DISABILITIES COMPONENT

Table 13
Part A Grants*

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	282	93 (32.98)	178 (63.12)	11 (3.90)
1 - 3	444	87 (19.59)	298 (67.12)	59 (13.29)
4 - 6	360	22 (6.11)	282 (78.33)	56 (15.56)
7 - 9	105	17 (16.19)	60 (57.14)	28 (26.67)
10 - 12	35	33 (94.29)	0	2 (5.71)
TOTAL	1,226	252 (20.55)	818 (66.72)	156 (12.72)

*No Learning Disabilities programs were funded under Part B grants.

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - MATH COMPONENT

Table 14
Part A Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	0	0	0	0
1 - 3	126	33 (26.19)	77 (61.11)	16 (12.70)
4 - 6	287	72 (25.09)	156 (54.36)	59 (20.56)
7 - 9	116	16 (13.79)	59 (50.86)	41 (35.34)
10 - 12	30	1 (3.33)	22 (73.33)	7 (23.33)
TOTAL	559	122 (21.82)	314 (56.17)	123 (22.00)

Table 15
Part B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	0	0	0	0
1 - 3	67	16 (23.88)	45 (67.16)	6 (8.96)
4 - 6	39	3 (7.69)	33 (84.62)	3 (7.69)
7 - 9	83	65 (78.31)	14 (16.87)	4 (4.82)
10 - 12	0	0	0	0
TOTAL	189	84 (44.44)	92 (48.68)	13 (6.88)

Table 16
Part A & B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	0	0	0	0
1 - 3	193	49 (25.39)	122 (63.21)	22 (11.40)
4 - 6	326	75 (23.01)	189 (57.98)	62 (19.02)
7 - 9	199	81 (40.70)	73 (36.68)	45 (22.61)
10 - 12	30	1 (3.33)	22 (73.33)	7 (23.33)
TOTAL	748	206 (27.54)	406 (54.28)	136 (18.18)

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - READING COMPONENT

Table 17
Part A Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	87	48 (55.17)	39 (44.83)	0
1 - 3	3,021	1,006 (33.30)	1,802 (59.65)	213 (7.05)
4 - 6	2,446	786 (32.13)	1,435 (58.67)	225 (9.20)
7 - 9	953	424 (44.49)	428 (44.91)	101 (10.60)
10 - 12	11	5 (45.45)	6 (54.55)	0
TOTAL	6,518	2,269 (34.81)	3,710 (56.92)	539 (8.27)

Table 18
Part B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	7	2 (28.57)	5 (71.43)	0
1 - 3	148	41 (27.70)	83 (56.08)	24 (16.22)
4 - 6	60	5 (8.33)	52 (86.67)	3 (5.00)
7 - 9	270	104 (38.52)	152 (56.30)	14 (5.19)
10 - 12	0	0	0	0
TOTAL	485	152 (31.34)	292 (60.21)	41 (8.45)

Table 19
Part A & B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	94	50 (53.19)	44 (46.81)	0
1 - 3	3,169	1,047 (33.04)	1,885 (59.48)	237 (7.49)
4 - 6	2,506	791 (31.56)	1,487 (59.34)	228 (9.10)
7 - 9	1,223	528 (43.17)	580 (47.42)	115 (9.40)
10 - 12	11	5 (45.45)	6 (54.55)	0
TOTAL	7,003	2,421 (34.57)	4,002 (57.15)	580 (8.28)

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - SPEECH COMPONENT

Table 20

Part A & B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	465	115 (23.71)	334 (68.87)	36 (7.42)
1	852	369 (43.31)	434 (50.94)	49 (5.75)
2	549	302 (55.01)	215 (39.16)	32 (5.83)
3	378	208 (55.03)	147 (38.89)	23 (6.08)
4	220	123 (55.91)	88 (40.00)	9 (4.09)
5	160	81 (50.63)	65 (40.63)	14 (8.75)
6	117	71 (60.68)	21 (17.95)	25 (21.37)
7 - 9	103	58 (56.31)	31 (30.10)	14 (13.59)
10 - 12	22	7 (31.82)	13 (59.09)	2 (9.09)
TOTAL	2,886	1,334 (48.05)	1,348 (42.85)	204 (9.11)

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT BY GRADE LEVEL

Table 21

Part A Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	1,181	416 (35.22)	710 (60.11)	55 (4.65)
1 - 3	6,723	2,627 (39.07)	3,665 (54.51)	431 (6.41)
4 - 6	5,297	2,230 (42.10)	2,629 (49.63)	438 (8.27)
7 - 9	2,116	1,088 (51.42)	796 (37.62)	232 (10.96)
10 - 12	119	46 (38.66)	59 (49.58)	14 (11.76)
TOTAL	15,436	6,407 (41.50)	7,859 (50.90)	1,170 (7.57)

Table 22

Part B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	482	265 (54.98)	164 (34.02)	53 (11.00)
1 - 3	221	57 (25.79)	134 (60.63)	30 (13.57)
4 - 6	99	8 (8.08)	85 (85.86)	6 (6.06)
7 - 9	374	169 (45.19)	187 (50.00)	18 (4.81)
10 - 12	98	55 (56.12)	25 (25.51)	18 (18.37)
TOTAL	1,274	554 (43.49)	595 (46.70)	125 (9.81)

Table 23

Part A & B Grants

GRADE LEVEL	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left Program For Other Reason
Preschool-K	1,663	681 (40.95)	874 (52.55)	108 (6.49)
1 - 3	6,944	2,684 (38.65)	3,799 (54.71)	461 (6.64)
4 - 6	5,396	2,238 (41.48)	2,714 (50.30)	444 (8.23)
7 - 9	2,490	1,257 (50.48)	983 (39.48)	250 (10.04)
10 - 12	217	101 (46.54)	84 (38.71)	32 (14.75)
TOTAL	16,710	6,961 (41.65)	8,454 (50.59)	1,295 (7.74)

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT BY FUNDING SOURCE

Table 24

FUNDING SOURCE	STUDENT INVOLVEMENT			
	Number Participated	No. Graduated From Program	No. Requiring Additional Help	No. Left for Other Reasons
Part A Programs	15,356	6,377 (41.53)	7,813 (50.88)	1,166 (7.59)
Part B Programs	1,274	544 (43.49)	595 (46.70)	125 (9.81)
TOTAL	16,630	6,931 (41.68)	8,408 (50.56)	1,291 (7.76)

IV. PERSONNEL

Each local school district was requested to provide information concerning full and part-time personnel paid with Title I funds as well as from other sources. Other sources included monies contributed by the local school district, by State agencies, or by other sources of Federal funds.

Personnel working in conjunction with Title I programs fall within three general categories: administrative, instructional, and supportive. Information pertaining to this aspect of the Title I program will first be presented individually by category, followed by an overall summation. A brief discussion of volunteer involvement will also be included.

A. Administrative Personnel

As will be noted in Tables 25, 26, and 27 which follow, the majority of administrative personnel were hired on a part-time basis under Part A grants. Specific activities included program administration as well as clerical and bookkeeping duties.

B. Instructional Personnel

As was the case with administrative personnel, the majority of instructional staff members were hired on a part-time basis under Part A grants. As can be seen in Tables 28, 29, and 30, the majority of full-time instructional personnel were aides, closely followed by teachers. More specifically, 56.98% of all full-time staff members were aides, 56.93% in Part A programs and 57.14% in Part B programs. Corresponding figures for teachers are: overall - 43.01%; Part A programs - 43.05%; and Part B programs - 42.86%.

A similar pattern emerged after examining part-time instructional personnel, although in this case, the percentages of teachers and aides are more closely matched. Overall, 49.46% of all part-time instructional personnel were teachers, 49.10 were aides, and the remaining 1.44% were librarians or library aides. Within Part A programs, 51.06% of all part-time instructional personnel were aides, 47.23% were teachers, and 1.70% were library staff members. Corresponding figures for Part B programs were: 61.90% - teachers and 38.10% - aides. Across both programs as well as types of employment, the overwhelming majority of teachers worked in the reading area. In Part B programs, in which a compensatory early childhood education priority has been set by the State Title I office, approximately two-thirds of all teachers were employed in projects of this type. An additional 30% of all teachers were employed to work with children with learning disabilities.

C. Supportive Personnel

Overall, relatively few supportive personnel were hired under Title I grants. Within this category, guidance counselors, school nurses, and social workers were the most frequently filled positions. As can be seen by comparing Tables 31 and 32, the majority of supportive staff members were hired on a part-time basis under Part A grants.

D. Summary

Table 34 presents a summary of Title I personnel broken down by activity assignment and funding source. With respect to activity assignment, 85.26% of all persons hired were instructional personnel, 8.48% - supportive staff, and 6.26% - administrative personnel. As would be expected, 87.36% of these staff members were hired using Title I funds. All other funding sources accounted for the remaining 12.64%.

SUMMARY OF PERSONNEL BY TITLE I ADMINISTRATIVE ACTIVITY ASSIGNMENT

20.

Table 25

Part A Programs

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Administrator/ Director	0	1	20	7.95	3.93
Clerical	2	0	14	4.15	.35
Bookkeeper	0	0	22	4.80	.11
TOTAL	2	1	56	16.90	4.39

Table 26

Part B Programs

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Administrator/ Director	1	0	4	.90	.10
Clerical	0	0	1	0	.05
Bookkeeper	0	0	1	0	.05
TOTAL	1	0	6	.90	.20

Table 27

Part A and B Programs

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Administrator/ Director	1	1	24	8.85	4.03
Clerical	2	0	15	4.15	.40
Bookkeeper	0	0	23	4.80	.16
TOTAL	3	1	62	17.80	4.59

SUMMARY OF PERSONNEL BY TITLE I INSTRUCTIONAL ACTIVITY ASSIGNMENT

Table 28

Part A Programs

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Instructional Aide	86	0	120	63.57	7.95
Librarian	0	0	2	.90	0
Library Aide	0	0	2	.90	0
Teacher					
Language Dev.	2	0	4	3.10	0
Learning Dis.	4	0	35	5.03	9.44
Mathematics	4	2	7	2.20	.65
Physical Ed.	0	0	1	.20	0
Preschool & K	2	0	3	1.25	0
Reading	51	5	47	42.18	2.30
Speech	2	9	14	.65	4.93
TOTAL	151	16	235	119.98	25.27

Table 29

Part B Programs

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Instructional Aide	16	0	16	6.16	.40
Librarian	0	0	0	0	0
Library Aide	0	0	0	0	0
Teacher					
Language Dev.	0	0	0	0	0
Learning Dis.	2	0	4	2.53	0
Mathematics	2	0	2	0	1.50
Physical Ed.	0	0	0	0	0
Preschool & K	7	0	4	2.55	0
Reading	1	0	11	3.30	.50
Speech	0	0	5	2.20	.10
TOTAL	28	0	42	16.74	2.50

SUMMARY OF PERSONNEL BY TITLE I INSTRUCTIONAL ACTIVITY ASSIGNMENT

Table 30

Part A & B Grants

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Instructional Aide	102	0	136	69.73	8.35
Librarian	0	0	2	.90	0
Library Aide	0	0	2	.90	0
Teacher					
Language Dev.	2	0	4	3.10	0
Learning Dis.	6	0	39	7.56	9.44
Mathematics	6	2	9	2.20	2.15
Physical Ed.	0	0	1	.20	0
Preschool & K	9	0	7	3.80	0
Reading	52	5	58	45.48	2.80
Speech	2	9	19	2.85	5.03
TOTAL	179	16	277	136.72	27.77

SUMMARY OF PERSONNEL BY TITLE I SUPPORTIVE ACTIVITY ASSIGNMENT

Table 31

Part A Grants

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Clinical Psychologist	--	--	1	.05	----
Guidance Counselor	4	--	8	2.25	1.20
Health Aide	1	--	2	1.40	----
Nurse's Aide	2	2	1	.50	----
School Nurse	5	--	8	5.20	.20
School Psychologist	--	--	1	.20	----
Social Worker	6	--	4	2.20	.40
TOTAL	18	2	25	11.80	1.80

Table 32

Part B Grants

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Clinical Psychologist	--	--	--	--	----
Guidance Counselor	2	--	1	--	.10
Health Aide	--	--	--	--	----
Nurse's Aide	--	--	--	--	----
School Nurse	--	--	1	--	.05
School Psychologist	--	--	--	--	----
Social Worker	--	--	--	--	----
TOTAL	2	--	2	--	.15

Table 33

Part A & B Grants

ACTIVITY ASSIGNMENT	FULL TIME STAFF MEMBERS		LESS THAN FULL TIME STAFF MEMBERS		
	No. Paid From Title I Funds	No. Paid From Other Sources	No. Paid From All Sources	FTE Paid From T-I	FTE Paid From Other Sources
Clinical Psychologist	--	--	1	.05	--
Guidance Counselor	6	--	9	2.25	1.30
Health Aide	1	--	2	1.40	--
Nurse's Aide	2	2	1	.50	--
School Nurse	5	--	9	5.20	.25
School Psychologist	--	--	1	.20	--
Social Worker	6	--	4	2.20	.40
TOTAL	20	2	27	11.80	1.95

SUMMARY OF PERSONNEL BY TITLE I ACTIVITY and FUNDING SOURCE

TYPE OF ACTIVITY	SOURCE OF FUNDING				TOTAL	
	Part A Grants		Part B Grants			
	Title I	Other Sources	Title I	Other Sources	Title I	Other Sources
Administrative	18.90*	5.39	1.90	.20	20.80	5.59
Instructional	270.98	41.27	44.74	2.50	315.72	43.77
Supportive	29.80	3.80	2.00	.15	31.80	3.95
TOTAL	319.68	50.46	48.64	2.85	368.32	53.31

*Entries represent sum of full-time personnel and full-time equivalents for part-time personnel.

Table 35

SUMMARY OF VOLUNTEER PARTICIPATION

SOURCE OF TITLE I FUNDING	NUMBER OF VOLUNTEERS	FULL TIME EQUIVALENT (FTE)
Part A Grant	262	82.57
Part B Grant	74	10.92
TOTAL	336	93.49

V. PARENTAL INVOLVEMENT

The recent amendments to ESEA Title I contained in P.L. 93-380 included provisions for strengthening the requirements of Parent Advisory Councils at the local school district level. In response to these provisions, the State Title I office formulated a set of guidelines which were distributed to all Vermont school districts. The purpose of these guidelines was to provide direction and suggestions to the local educational agencies on meeting the revised regulations.

Despite these efforts, the Parent Advisory Councils met with varying degrees of success. While some districts described their Councils as being a productive group actively involved in the improvement of educational programs for the disadvantaged, other districts mentioned passive or limited participation at poorly attended meetings. The State Title I staff is very much aware of the problems faced by local school administrators in attempting to meet the parent advisory council requirements, and willingly respond to requests for assistance in fulfilling this aspect of the Title I program.

One section of the evaluation report requested each supervisory district to provide information about the composition and involvement of its Parent Advisory Council as well as the extent and effectiveness of administrative efforts to persuade all eligible Title I parents to become active members of the Council. An estimate of the total cost of Parent Advisory Council activities paid with Title I funds was also requested. A total of 53 districts provided this information. Despite documentation indicating that an honest effort had been made to establish a Parent Advisory Council, one additional district stated that its efforts had been unsuccessful.

A. Council Composition

The 53 districts reported a total Council membership of 884 individuals. The majority of Council representatives were parents of Title I children, followed by public school personnel, a collective group of varying representation labeled "other", and private school personnel.

A closer examination of the "other" group revealed the following breakdown of its composition (Numbers in parentheses indicate the occurrence of this category): parents of non-Title I students (8); school board members (6); representatives from community agencies (3); representatives from other Title I programs (2); Title I nurses (2); and administrators (2). Each of the remaining categories were mentioned once: central office personnel, citizens, project coordinator, special education personnel, teachers, speech aide, superintendent, bookkeeper, elementary coordinator, social welfare worker, clinical psychologist, project director, and community leaders.

A numerical breakdown of Council composition appears in Table 36 below:

Table 36

SUMMARY OF PARENT ADVISORY COUNCIL COMPOSITION

Membership Category	Number Included	Percent of Total
Parents of Title I Children	631	71.38%
Public School Personnel	190	21.49%
Private School Personnel	13	1.47%
Other	50	5.66%
TOTAL	884	100.00%

B. Council Involvement

Each local school district was asked to describe the extent and impact of Parent Advisory Council involvement in the needs assessment, the planning, the operation, and the evaluation of the Title I program. On the basis of the information provided, an indication of the Councils' involvement in various types of activities can be determined, however, the impact of Council involvement cannot be specifically assessed.

With respect to involvement, Table 37 presents a numerical breakdown of Council activities.

Table 37

SUMMARY OF PARENT ADVISORY COUNCIL INVOLVEMENT

ACTIVITY	NUMBER OF COUNCILS INVOLVED
Planning	27*
Operation	21
Evaluation	15
Needs Assessment	8
Non-Involvement	5

*All numbers represent a duplicate count

Non-involvement indicates a willingness of Council members to hear about the Title I program, but a reluctance to play a more active role. In addition to the four activities included in Table 37, which were common to a number of Parent Advisory Councils, several additional activities were mentioned: dissemination of program information, setting priorities, making program suggestions, on-site visits to projects, shaping plans for the future involvement of the Council, and special projects such as the collation of needs assessment data.

As mentioned previously, no assessment can be made of the specific impact of Council involvement on the Title I programs. Generally, however, both the amount of participation as well as the degree of active involvement appear to enhance Council effectiveness. Of these two factors, the degree of active involvement appears to be most influential.

C. Parent Recruitment

Each district was asked to describe the extent and effectiveness of administrative efforts to persuade all eligible Title I parents to become active members of the Parent Advisory Council. After an initial review of the information provided, several commonly used recruitment methods were identified. Table 38 provides a summary of these methods with a corresponding rating of their effectiveness. The numbers contained in each cell indicate the number of Councils using a given recruitment method with the indicated degree of effectiveness.

Table 38

SUMMARY OF ADMINISTRATIVE METHODS OF
RECRUITMENT FOR PARENT ADVISORY COUNCILS

DEGREE OF EFFECTIVENESS	RECRUITMENT METHODS				
	Media	Letter to Parents	Personal Contact	Informational Meeting	PAC Members Recruiting Other Parents
Very Effective		1	4	2	4
Moderately Effective	3	8	5		
Not Effective	1	1	1		.
Effectiveness Not Mentioned		1	4		1

As can be noted in Table 38, letters to parents and personal contact were the most frequently used as well as effective recruitment methods. The presence of the superintendent at all PAC meetings was identified by one district as an important factor in their effective recruiting effort.

D. Cost of Parent Advisory Council Activities

Each district was asked to provide an estimate of the total cost of Parent Advisory Council activities paid with Title I funds. A summary of this information appears in Table 39. The most apparent observation which can be made is the large number of districts in which no funds were expended to support council activities. A total of 13 districts expended funds, 10 from Part A grants, the remaining 3 from both Part A and B grants. A wide range of cost was reported, with the smallest expenditure being \$13.00 and the largest, \$300.00. In terms of average estimated costs, Part A grant recipients indicated an average expenditure of \$106.31, Part B grant recipients an average of \$131.67, with the combined average being \$118.99. Corresponding figures for total estimated costs are: Part A grants - \$1,382.07; Part B grants - \$395.00, and overall total - \$1,770.07.

Funds were expended to support a variety of activities which can be subsumed under two general categories. One category included expenditures incidental to the operation of the advisory council. Typical activities included secretarial services and duplication of Title I materials. The second category included expenditures which were made to support a more effective parent advisory council. More specifically, when financial problems may have been a barrier to effective participation, expenditures were made to help low income members of the advisory council meet the incidental costs of serving on the council.. Such expenditures included reimbursement for travel expenses and baby-sitting services. Additional

expenditures related to increased council effectiveness included in-service training and informational materials.

Two specific activities are deserving of special mention. One school district spent \$2,014.75 to produce a color film designed to orient Parent Advisory Council members to the Title I program in that district. The Advisory Council in another district, working along with an outside consultant, completed a needs assessment of the total (K-8) school population. The Council determined needs by analyzing statistics gained from surveys and by visiting all existing Title I programs in the district. On the basis of the findings, the Council met with district administrators to discuss programs designed to meet the identified needs and to establish priorities for their inclusion into the existing program.

Table 39

SUMMARY OF TOTAL ESTIMATED COSTS OF TITLE I SERVICES
FOR PARENT ADVISORY COUNCIL ACTIVITIES PAID WITH ESEA TITLE I FUNDS

Estimated Costs	Number of Programs Expending Estimated Cost		
	Part A Grant	Part B Grant	Total No. for Estimated Cost
\$349 - 300	2	1	3
299 - 250	0	0	0
249 - 200	1	0	1
199 - 150	0	0	0
149 - 100	2	0	2
99 - 50	4	1	5
49 - 1	4	1	5
TOTAL EXPENDING FUNDS	13	3	16*
NUMBER EXPENDING NO FUNDS	40	33	73

*Duplicated Count

VI. STUDENT PERFORMANCE

All school districts were requested to report standardized test results for reading, math, and learning disabilities programs in mean grade equivalent scores. The State Title I office recognizes the problems inherent in the use of these scores and is fully aware that summarizing these scores across different testing instruments further compounds the problems. However, the grade equivalent scores were used only as a means of obtaining a very general statewide picture of student performance. It should also be noted that measures of student performance for those districts using the Prescriptive Reading Inventory, a criterion-referenced reading program, are reported separately in Appendix A.

Statewide summaries of student performance by program component and by grade level appear in Tables 40 and 41, respectively. In all cases, entries in each cell represent the number of students achieving the identified gain. Numbers in parenthesis represent corresponding percentages of students. As will be noted, approximately 43% of all participants (N=3374) achieved gains of at least 1.1 months while taking part in a Title I program. Conversely, less than one percent of all students showed a loss in mean grade equivalent scores when measured by a standardized testing instrument.

Individual summaries of student performance within reading, math, learning disabilities, and speech programs follow. Once again, entries in each cell represent the number of students achieving the identified gain. Numbers in parenthesis represent corresponding percentages of students.

Table 40

SUMMARY OF STUDENT PERFORMANCE BY PROGRAM COMPONENT

PROGRAM COMPONENT	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
Learning Disabilities	84(12.02)	39(5.19)	157(14.80)	246(29.36)	0
Math	30(4.29)	160(21.28)	169(15.93)	52(6.21)	0
Reading	585(83.69)	553(73.54)	735(69.27)	540(64.44)	24(100)
TOTAL	699(20.72)	752(22.29)	1061(31.45)	838(24.84)	24(.71)

Table 41

SUMMARY OF STUDENT PERFORMANCE BY GRADE LEVEL

(LEARNING DISABILITIES, READING, AND MATH COMPONENTS COMBINED)

GRADE LEVEL	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
1	12(1.72)	32(4.26)	8(.75)	134(15.99)	4(16.67)
2	65(9.30)	98(13.03)	265(24.98)	164(19.57)	0
3	107(15.31)	166(22.07)	192(18.10)	138(16.47)	0
4	102(14.59)	166(22.07)	243(22.90)	131(15.63)	2(8.33)
5	166(23.75)	144(19.15)	132(12.44)	106(12.65)	0
6	70(10.01)	51(6.78)	96(9.05)	39(4.65)	0*
7	87(12.45)	91(12.10)	43(4.05)	103(12.29)	18(75.00)
8	90(12.88)	4(.53)	82(7.73)	23(2.74)	0
TOTAL	699(20.72)	752(22.29)	1061(31.45)	838(24.84)	24(.71)

A. Reading Programs

As can be seen in Tables 42, 43, and 44, a total of 2,437 first through eighth grade students participated in reading programs. It should be noted, however, that this figure is lower than the actual number of participants, since additional students were involved in programs which utilized the Prescriptive Reading Inventory. More detailed information concerning the PRI is presented in Appendix A.

An overall look at both standardized and criterion-referenced test results indicates that over 50% of all students who participated in Title I reading programs made appreciable gains during the 1974-75 school year.

SUMMARY OF STUDENT PERFORMANCE - READING COMPONENT

Table 42

Part A Programs

GRADE LEVEL	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
1	8	13	7	105	4
2	53	85	162	127	0
3	78	131	98	62	0
4	79	117	154	62	2
5	133	83	73	35	0
6	55	29	56	16	0
7	52	39	43	14	18
8	43	3	37	5	0
TOTAL	501 (24.07)	500 (24.03)	630 (30.27)	426 (20.47)	24 (1.15)

SUMMARY OF STUDENT PERFORMANCE - READING COMPONENT

Table 43

Part B Programs

GRADE LEVEL	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
1	0	7	1	8	0
2	3	2	18	7	0
3	3	24	17	2	0
4	2	1	24	19	0
5	1	1	19	11	0
6	1	0	12	0	0
7	32	18	0	59	0
8	42	0	14	8	0
TOTAL	84 (23.60)	53 (14.89)	105 (29.49)	114 (32.02)	0

Table 44

Part A & B Programs

GRADE LEVEL	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
1	8	20	8	113	4
2	56	87	180	134	0
3	81	155	115	64	0
4	81	118	178	81	2
5	134	84	92	46	0
6	56	29	68	16	0
7	84	57	43	73	18
8	85	3	51	13	0
TOTAL	585 (24.00)	553 (22.69)	735 (30.16)	540 (22.16)	24 (.98)

B. Math Programs

A total of 411 students in grades one through eight participated in remedial math programs. When examining Tables 45, 46, and 47, it can be seen that approximately 46% of all participants achieved gains of at least 1.1 months in grade equivalent scores. It will also be noted that no losses between pre and post-testing scores were reported in any math program.

SUMMARY OF STUDENT PERFORMANCE - MATH COMPONENT

Table 45
Part A Programs

GRADE LEVEL	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
1	0	1	0	1	0
2	1	11	15	3	0
3	11	0	23	4	0
4	10	31	33	0	0
5	0	39	4	19	0
6	8	0	10	0	0
7	0	17	0	4	0
8	0	1	9	0	0
TOTAL	30 (11.76)	100 (39.22)	94 (36.86)	31 (12.16)	0

130

44

255

SUMMARY OF STUDENT PERFORMANCE - MATH COMPONENT

Table 46
Part B Programs

GRADE LEVEL	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
1	0	10	0	0	0
2	0	0	18	3	0
3	0	0	28	4	0
4	0	12	1	0	0
5	0	21	0	0	0
6	0	0	6	0	0
7	0	17	0	14	0
8	0	0	22	0	0
TOTAL	0	60 (38.46)	75 (48.08)	21 (13.46)	0

Table 47

Part A & B Programs

GRADE LEVEL	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
1	0	11	0	1	0
2	1	11	33	6	0
3	11	0	51	8	0
4	10	43	34	0	0
5	0	60	4	19	0
6	8	0	16	0	0
7	0	34	0	18	0
8	0	1	31	0	0
TOTAL	30 (7.30)	160 (38.93)	169 (41.12)	52 (12.65)	0

C. Learning Disabilities Programs

Learning Disabilities programs were conducted primarily by Consulting Teachers. These teachers have received specialized training in the remediation of learning disabilities through the use of behavioral analysis techniques in conjunction with the Consulting Teacher Program at the University of Vermont. Remediation is most typically in the form of individualized educational plans including instructional objectives suited to the unique needs of each child. Due to the nature of these plans, student progress is carefully recorded and measured on a regular basis, and, therefore, standardized tests are not the sole means of student evaluation. A summary of student performance as indicated by standardized test results appears in Table 48.

SUMMARY OF STUDENT PERFORMANCE - LEARNING DISABILITIES COMPONENT

Table 48

Part A Programs

GRADE LEVEL	GAINS IN MEAN GRADE EQUIVALENT SCORES				LOSSES
	1.5+	1.4 - 1.1	1.0 - .7	.6 - 0	
1	4	1	0	20	0
2	8	0	52	24	0
3	15	11	26	66	0
4	11	5	31	50	0
5	32	0	36	41	0
6	6	22	12	23	0
7	3	0	0	12	0
8	5	0	0	10	0
TOTAL	84 (15.97)	39 (7.41)	157 (29.85)	246 (46.77)	0

*All Learning Disabilities programs were funded under Part A Grants

D. Speech Programs

All Title I speech programs are conducted with technical assistance from the Speech Consultant who is a member of the Special Education Division, State Department of Education. Each school district having a speech program is required to complete a comprehensive report form at the end of each school year. Although one section of the form requests standardized test results, the manner in which these results were to be reported was not specified. Therefore, student performance was reported in a variety of ways including percentiles, percentages, and raw scores. Since the conversion of these various forms of results into a single common indicator of achievement was unfeasible, student performance in speech programs, of necessity, will be reported in a different manner.

Table 20, included under the section of this report entitled Student Participation (see page 15), also provides data regarding student performance. It will be noted that approximately 48% of all students who participated in speech programs were permanently dismissed. Permanent dismissal, in most cases, requires total correction of the identified problem area(s). An additional 43% of participating students will require continued help. The remaining 9% of participants left the speech program for reasons other than dismissal.

VII. IN-SERVICE TRAINING

Several different pieces of information were requested concerning in-service training: a description of the in-service training activities which had been included in the project, an indication of those activities in which the project staff would participate if offered, and the total estimated cost of in-service education for Title I staff paid with Title I funds. Each of these points will be discussed briefly.

A. In-service Training Included in Projects

While specific in-service training activities were suited to individual program needs, several general types of activities were fairly common across all projects. More specifically, workshops, meetings, training provided by subject area specialists, and coursework were frequently identified in-service activities. Unfortunately, a substantial number of school districts did not include information about the in-service training which had been included in their projects.

B. Estimated Costs of In-service Education

Over half of the 54 school districts receiving Title I funds expended monies for in-service education. The majority of these training activities were included in programs funded by Part A grants.

Overall, an average of \$952.94 was spent within Title I programs for in-service education. Corresponding figures for Part A and Part B projects were \$1,306.95 and \$598.93, respectively.

SUMMARY OF REQUESTS FOR INSERVICE TRAINING

Table 49

TYPE PROGRAM *	TYPE OF IN-SERVICE TRAINING REQUESTED															
	No. Programs Yielding Data	Screening	Team Organization	Needs Assessment	Program Coordination	Interim Testing	Diagnosis	Budgeting	Performance Objectives	Criterion Ref- erenced Testing	Use of All Avail/ Resources	Instructional Aide Training	Interpreting Results	Evaluation Strategies	Other	None Requested
Consulting Teacher/ Learning Disabilities	26	21	19	28	27	21	30	15	27	28	28	24	32	26	9	10
Early Childhood Education	20	25	14	27	24	15	23	14	25	14	28	25	24	28	9	3
Guidance and Counseling	5	2	1	2	1	0	2	0	1	1	1	0	1	2	0	2
Health	18	10	9	8	8	3	7	6	6	1	11	7	2	7	2	10
Home-School Coordinator	8	1	5	5	5	2	2	4	1	1	4	2	4	4	1	3
Math	12	3	0	4	5	3	6	1	4	3	2	3	4	11	0	6
Program Coordinator	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Reading	47	88	49	76	81	72	119	35	104	60	63	75	102	89	18	10
Speech, Language and Hearing	22	4	2	4	4	6	4	0	4	3	5	2	4	5	0	15
Other	25	12	10	18	13	9	17	7	14	11	22	28	10	17	1	8
TOTAL	188	166	109	172	148	133	212	82	186	122	164	166	183	190	40	67

*Summer Programs Not Included

1. Other Programs:

Aid For the Disadvantaged
Big Brother/Big Sister
Dropout Prevention
Helping Teacher Program
One Room Schoolhouse
Kidpower
Language Arts & Enrichment
Library Programs
Psychological Consultations
Physical Ed. for Handicapped
Resource Room
Social Worker
Tutorial

2. Other Inservice Training Requested:

Diagnostic, Prescriptive, & Remediation Teach
Individualization Training for Teachers
Learning Disabilities
Management by Objectives
Materials for Slow Learners
Motivation of Uninterested Learners
Organization of Volunteers
Parent Advisory Council
Remedial Reading
Speech & Language Training

VIII. ESEA TITLE I - PART C PROGRAMS

A total state allocation of \$29,070.00 was received for Part C grants. These funds were distributed among 60 local school districts and served a total of 2,906 children. The smallest grant was in the amount of \$62.00, the largest in the amount of \$2,701.00. A breakdown of specific grant awards appears in Table 50.

Table 50
SUMMARY OF PART C GRANT AWARDS

Amount of Grant	No. of Districts Receiving Grant	Percent of Total
\$ 0 - 499	45	75.00%
500 - 999	8	13.33%
1000 - 1499	3	5.00%
1500 - 1999	3	5.00%
2000 - 2499	--	----
2500 - 2999	1	1.67%
TOTAL	60	100.00%

The majority of these funds was spent on materials for use in the existing Title I programs. The remainder was used for the salaries of special project personnel.

Each district was also asked to estimate the impact of Part C monies on the education of the children served. Table 51 is a summary of the districts' responses. The number contained in each cell indicate the number of districts using the Part C funds for a given purpose with the identified level of impact.

As can be noted in this table, the consensus of the districts was that the Part C funds had considerable impact on the education of the children served.

Table 51

SUMMARY OF THE EDUCATIONAL IMPACT OF PART C FUNDS

Level of Impact	USE OF FUNDS				
	Reading Materials	Math Materials	Speech & Language Materials	Health Materials	Special Project Personnel
Significant Impact	12	8	12	1	2
Moderate Impact	6	12	7	-	-
Little Impact	-	-	-	-	-
No Impact	-	-	-	-	-

IX. RECOMMENDATIONS

Following a summary of program results and impact on student participants, staff members were asked to give recommendations for future actions. Table 52 presents a summary of these recommendations.

While most of the recommendations included in Table 52 are self-explanatory, two may need additional clarification. Within the continuation and expansion recommendation, expansion took several different forms: including a larger number of children in the program, lengthening the time of participation, conducting the program in a larger physical space, working with the parents of children receiving services, and coordinating the program with related school services.

Programmatic changes is the second recommendation requiring further explanation. Once again, a variety of changes were subsumed under this category: rearranging schedules, decreasing the number of participants and focusing instead on a specific group of children, shifting the location in which services were provided, providing more carry-over and follow-up, restructuring the use of volunteers, and modifying reports of student achievement by including progress reports to parents.

Table 52

RECOMMENDATIONS	-PROGRAM-											
	Cons. Teacher/ Learning Dis.	Early Childhood Education	Guidance/ Counseling	Health	Home-School Coordinator	Language Arts	Math	Reading	Speech	Summer	Other *	TOTAL
Continuation in Present Form	2	4	0	1	1	0	2	9	0	2	3	24
Continuation and Expansion	3	10	1	1	0	1	1	6	3	4	2	32
Extend Program into School System	0	2	0	0	0	0	0	0	1	0	0	3
Include new Program Services	0	1	0	1	0	0	0	0	0	0	0	2
Programmatic Changes	9	13	2	1	2	1	3	3	3	3	5	45
Increase in Staff Time	0	0	0	1	0	0	3	3	0	1	0	8
Increase in Number of Staff	3	5	0	1	1	5	1	4	1	1	0	22
Provide In-service Training	3	5	1	0	2	0	1	3	2	0	0	17
Increase Parental Involvement	2	8	1	0	0	1	2	5	1	2	4	26
Increase Individual Attention to Student	0	0	0	0	0	0	0	1	0	0	0	1
Modify Procedures in Dealing with Children	0	3	0	0	0	0	0	0	0	0	0	3
Change in Program Emphasis	1	1	1	1	0	0	0	0	0	0	0	4
Modify Evaluation/ Assessment Methods	3	6	0	0	1	1	0	9	1	0	0	21
Additional Funding	0	1	0	0	0	1	1	2	0	1	1	7
Discontinue Program	1	1	1	0	1	0	0	1	0	0	0	5
TOTAL	27	60	7	7	8	10	14	46	12	14	15	220
NONE INCLUDED	10	4	7	13	4	2	8	8	10	4	4	74
TOTAL	37	64	14	20	12	12	22	54	22	18	19	294

*Other includes: Dropout Prevention, Physical Education, Resource Room, Tutor Programs, and Motor Coordination

EVALUATION REPORT ON READING PROJECTS
USING THE
PRESCRIPTIVE READING INVENTORY

1974 - 1975

State of Vermont
Department of Education
Division of Federal Programs
Dr. Leon H. Bruno, Director

Prepared By:

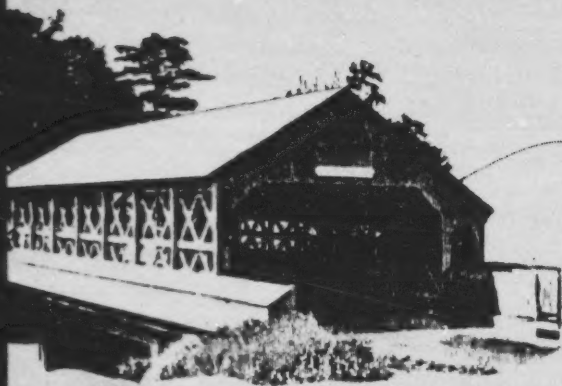
Mr. Gerard A. Asselin - Chief, Compensatory Education
Mrs. Diane Danforth - Secretary

Technical Assistance Provided By:

Mrs. Gail Lynk - District Reading Consultant
Title I Prototype Project
Addison Northwest Supervisory Union
Vergennes, Vermont

TABLE OF CONTENTS

Program Overview	p. 1 - 2
Why Use Criterion-Referenced Testing	p. 3
Part I - Comparative Results of Student Performance (Title I with Non-Title I Population)	p. 4 - 18
A. Essential Objectives for Students Grades 2 - 6	
B. Student Performance on Objectives Rated Essential to Reading Competency	
C. Student Mastery of Objectives Summative Data	
Part II - Grade Level Achievement Charts for Title I Population	p. 19 - 38
A. Student Growth for Each Objective by Grade Level	
B. Student Growth According to Skill Clusters	
C. State Composite - Student Mastery of Objectives on Statewide Basis - Summative Data	
Part III - Normative Data	p. 39 - 40
A. Correlation Between PRI and CAT '70 on September 1975 Testing Results	
Part IV - Conclusions and Recommendations Based on PRI Testing	p. 41 - 42
Appendix - PRI Reading Objectives	p. 43 - 52



VERMONT

DEPARTMENT OF EDUCATION

Division of Federal Programs

COMPENSATORY EDUCATION (TITLE I ESEA)

April 1976

PROGRAM OVERVIEW -

EVALUATION ACTIVITIES IN VERMONT'S ESEA TITLE I READING PROJECTS USING CRITERION REFERENCED TESTING

The present trend in education is to focus on maximizing the potential of the individual student. This trend has created new requirements for methods of determining the needs of individual students, and individualized instruction to meet those needs.

The criterion-referenced test was developed to help meet these requirements. Rather than comparing a student's performance with that of a national reference group in a broad subject area, a criterion-referenced test evaluates a student's mastery or non-mastery of explicit educational objectives, stated in behavioral terms, which are consistent with the teacher's program of instruction. Thus, a criterion-referenced test provides an inventory of skills which a student can perform in a given subject area, like reading.

The Prescriptive Reading Inventory (PRI) is such a criterion-referenced test, which was administered in September, 1974 and May, 1975, to nearly 5,000 students in Vermont's Title I reading programs.

The Prescriptive Reading Inventory, published by CTB/McGraw-Hill, is a criterion-referenced diagnostic-prescriptive reading test. The PRI is untimed and takes approximately three hours to pre-test and two hours to post-test. Considering the amount of time necessary to administer an individual diagnostic reading test, the PRI is efficient; generates relevant information; and provides organized means of record-keeping. The turn-around time for scoring of tests is approximately seventeen working days. Student's performance is measured in terms of objectives mastered or not mastered. Student growth is a comparison of pre and post-test results.

Ninety objectives are tested at four levels. Each level contains 34-42 objectives with between 123-162 test items. The objectives are commercially grouped into six categories, but Vermont has regrouped them into the four areas of Phonetic Analysis, Structural Analysis, Vocabulary, and Comprehension. Also in Vermont, each district had the opportunity to prioritize the objectives, by grade levels from a heavy degree of instructional emphasis to little or no emphasis. District results are compiled only on those objectives receiving heavy to moderate emphasis.

The levels of the PRI are:

Test Level	Skill Level	School Year	
		1974-75	1973-74
Red Book	1.5-2.5 most frequently used at Grade(s)	2	2-3
Green Book	2.0-3.5 " " " "	3-4	4
Blue Book	3.0-4.5 " " " "	5-6-7	5
Orange Book	4.0-6.5 " " " "	7-8	6-7-8

Tests results are recorded in terms of individual, small group, or whole class instruction. The main components are:

- A. Individual Diagnostic Map - Indicates objectives tested, mastery or non-mastery of each objective.
- B. Prescription - Objectives coded to reading series being used; references are coded at grade level, below grade level, and above grade level. However, these prescriptions in no way limit the teacher to that specific reading series. Once the skill is diagnosed, any materials and techniques can effectively be used to teach that skill.
- C. Objective Mastery Report - All students in a group are listed as well as all objectives. Mastery, non-mastery, or review needed is recorded for each student and each objective.
- D. Group and District Summary - Percentages of mastery by group, grade level, building, and district.
- E. Interim Tests - Short tests available to check each objective after it has been taught.
- F. State Summary - Total student performance by objectives on matched name basis submitted to State for analysis and reporting.

Other components to this program are available to accompany the PRI's. Please refer to the single sheet listing of components and prices published by CTB/McGraw-Hill.

Staff development for this project was carried out in cooperation with the Title I State Consultants and with representatives from CTB/McGraw-Hill. Introductory and follow-up workshops, newsletters, and evaluation questionnaire were all available to participants. Also, one State level member was assigned on a part-time basis as a resource person to aid in the conduct of the program. The importance of staff development activities with follow-up supportive technical assistance cannot be overstated as a key to the success of an effort of this type.

The information provided in these materials will simply give you an overview of the program piloted by Vermont. For more detailed information, please contact Gerard A. Asselin, Chief, Compensatory Education, Department of Education, State Office Building, Montpelier, Vermont. We will attempt to answer any specific questions that you may have regarding our procedures.

WHY USE CRITERION-REFERENCED TESTING?

The decision to use a criterion-referenced test in Title I funded reading programs was due in great measure to the following reasons:

- * The approach gives the project director an opportunity to integrate the PROJECT EVALUATION into the project operation so as to have an on-going assessment of student performance. This information can be used for changes in student activities thus enhancing project success.
- * A criterion-referenced test measures absolute gain rather than relative gain on a grade equivalency scale or on a percentile rank.
- * The test results are not influenced by -
 - the rate of work of each learner
 - the learner's ability-or lack of-to cope with formalized testing materials and sessions.
- * The test results are directly affected by -
 - the teachers' commitment to work toward the objectives
 - the removal from the learner the threat of grade equivalency scores.
- * The teachers, parents, and learners can plan in advance the goals they want to attain.
- * Students can see how well their present level of achievement compares with their past performance. Every report reflects a measure of competency in some specifically identified instructional unit.
- * The outcome evaluation is directly affected by -
 - how well the needs of the children were assessed
 - how closely teachers followed their pre-planned instructional strategies.
- * Thus -
 - evaluation becomes more precise
 - planning more in line with student needs
 - staff development better focused on the skills necessary to promote student growth
 - technical assistance directly related to problem areas.

PART I

The first set of documents in this evaluation report contains the results of student performance on reading objectives rated by Vermont educators as essential to the mastery of reading skills.

The data shows the comparative growth of children participating in supplementary reading projects funded under ESEA Title I with the growth of children judged to be average and above average readers.

The rating of objectives was achieved through a Delphi process involving regular classroom teachers, remedial reading teachers, and higher education professionals in the field of reading.

The "average" and "above average" students were enrolled in five school districts not participating in Federally funded supplementary reading programs.

The students' reading levels were determined by the classroom teachers on the basis of standardized test scores and teacher judgment. None of the "average/above-average" students received supplementary reading instruction.

Initially, an attempt was made to establish a comparable group to the Title I participants, however, a close examination of this group at the end of the project revealed that many of the children had been given extra help in reading either through locally funded staff members or through the use of volunteer assistants. Thus, it was not possible to have a group of children with a comparable range of reading levels as children who received remedial reading in schools using the Prescriptive Reading Inventory.

ESSENTIAL OBJECTIVES FOR SECOND GRADERS

5.

The following 17 objectives were rated by Vermont educators as the most important of the 34 objectives in the Prescriptive Reading Inventory (CTB/McGraw-Hill) RED LEVEL. The PRI objectives were gleaned from reading programs used with over 85% of the students in the country.

These objectives were considered essential at second grade to become competent readers and were taught for mastery to students functioning in the 1.5 to 2.5 grade level range.

OBJECTIVES

- | | |
|--|---|
| 1. Matching same vowel sound | 39. Match synonyms |
| 3. Matching long and short vowel sounds | 41. Match sentence with picture
(positive and negative sentences) |
| 4. Consonant Substitutions: Initial Blends
same endings, choose correct
initial consonant blend (pin, spin) | 42. Choose correct word for sentence
by use of context clue |
| 5. Consonant Substitution: Initial & Final
(Substitute initial or final consonant
blend to make new word) | 57. Sequence of Events
(first, last) |
| 6. Consonant Substitution: Final Blends
same two initial letters, choose
correct final consonant blend
(rest, rent) | 58. Identify setting of story |
| 16. Identify singular and plural words | 59. Recall of story detail
(what, where, how many) |
| 17. Word endings ed, s, ing
(choose correct word in a sentence) | 67. Main idea of story
(title for story) |
| 24. Identify compounds | 68. Feelings of a character at a particular
time or throughout a story |

ESSENTIAL OBJECTIVES FOR THIRD GRADERS

The following 17 objectives were rated by Vermont educators as the most important of the 41 objectives in the Prescriptive Reading Inventory (CTB/McGraw-Hill) GREEN LEVEL. The PRI objectives were gleaned from reading programs used with over 85% of the students in the country.

These objectives were considered essential at third grade to become competent readers and were taught for mastery to students functioning in the 2.0 to 3.5 grade level range.

OBJECTIVES

- | | |
|---|---|
| 1. Matching same vowel | 57. Sequence of Events
(first, last) |
| 2. Matching same consonant sound | 58. Identify setting of story |
| 5. Consonant Substitution: Initial & Final
(Substitute initial or final
consonant to make a new word) | 59. Recall of story detail
(what, why) |
| 8. Rhyming parts of words - <u>grow</u> rhymes
with grew, so, etc. | 62. Recognize cause and effect
(why, what happened) |
| 10. Identify silent vowels | 63. Draw inferences about what has been read
(support statement) |
| 12. Match r-controlled vowel sound | 64. Choose logical conclusion
(why did a person do such and such) |
| 14. Match word parts with same vowel sound
(aw, er, ow) | 67. Main idea of story
(title for story) |
| 17. Word endings ed, s, ing
(choose correct ending for word) | 68. Feelings of a character at a
particular time or throughout a story |
| 26. Identify correct word or base word
which requires spelling change
(cities - city, cit, citie) | 48. Choose correct meaning of word from
context clues (He wrote the play.) |

The following 15 objectives were rated by Vermont educators as the most important of the 42 objectives in the Prescriptive Reading Inventory (CTB/McGraw-Hill) BLUE LEVEL. The PRI objectives were gleaned from reading programs used with over 85% of the students in the country.

These objectives were considered essential at fourth grade to become competent readers and were taught for mastery to students functioning in the 3.0 to 4.5 grade level range.

OBJECTIVES

- | | |
|--|--|
| 13. Match sound of digraphs, diphthongs
(io, aw, oo) | 59. Recall of story detail
(how, when) |
| 14. Match word parts with same vowel sound
(ur, er, ear) | 60. Recall of story by part |
| 15. Phonetic Parts: Blending
(Blend two parts to make one word) | 61. Identify true statements about story |
| 32. Identify prefix or suffix in affixed word. | 62. Recognize cause and effect
(because, what happened) |
| 45. Choose appropriate word for sentence | 63. Draw inferences about what has been read
(why do you think) |
| 52. Select correct synonym for a word | 64. Choose logical conclusion
(it probably was) |
| 57. Sequence of Events
(Indicate when an event happened
in relation to other events) | 67. Main idea of story
(what is story mostly about) |
| 58. Identify setting of story | |

ESSENTIAL OBJECTIVES FOR FIFTH AND SIXTH GRADERS

The following 15 objectives were rated by Vermont educators as the most important of the 38 objectives in the Prescriptive Reading Inventory (CTB/McGraw-Hill) ORANGE LEVEL. The PRI objectives were gleaned from reading programs used with over 85% of the students in the country.

These objectives were considered essential at fifth grade to become competent readers and were taught for mastery to students functioning in the 4.0 to 6.5 grade level.

OBJECTIVES

13. Match sound of digraphs, diphthongs
(ou, ea, oo)
14. Match word parts with same vowel sounds
(shun, aw, ow)
15. Phonetic Parts: Blending
(Blend two parts to make one word)
33. Add correct affix to word
52. Select correct synonym for a word
53. Select correct antonym for a word
57. Sequence of Events
(Indicate when an event happened
in relation to other events)
59. Recall of story detail
(recall of specific story detail)
62. Recognize cause and effect
(because, why)
63. Draw inferences about what has been read
(how information suggests what)

64. Choose logical conclusion
(the age of the person may have been)
65. Identify clues which lead to a conclusion
67. Main idea of story
(what is passage mainly about)

The above 15 objectives and the following 5 were considered essential at sixth grade to become competent readers and were taught for mastery to students functioning in the 4.0 to 6.5 grade level range:

34. Select correct definition of affixed word
46. Choose most suitable word for sentence
using context clue
48. Choose correct meaning of word from
context clues (He wrote the play.)
49. Match words in isolation with their meaning
66. Predict future action based upon content
of reading material

PREScriptive READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974 - 75

STUDENT PERFORMANCE ON OBJECTIVES
RATED ESSENTIAL TO READING COMPETENCY

RED LEVEL
GRADE LEVEL RANGE 1.5 - 2.5

MASTERY		OBJECTIVES -																
Numbers at Pre-Test	Per Cent at Pre-Test																	
Numbers at Post-Test	Per Cent at Post-Test																	
		Vowel Sounds: Matching Like or Variant	Vowel Sounds: Unlike	Consonant Substitution: Blends	Consonant Substitution: Initial and Final	Consonant Substitution: Final	Inflected Words: Singular/Plural	Inflected Words: and Affixes	Compounds: Recognition	Like or Unlike Entities: Synonyms	Like or Unlike Entities: Antonyms	Like or Unlike Entities: Positives/Negatives	Use of Context: Sentence Completion	Event Sequence	Story Setting	Story Detail: Recall or Descriptive Words	Main Ideas: Summary, Title, or Theme	Character Analysis: Feelings
PARTICIPANTS		1	3	4	5	6	16	17	24	39	40	41	42	57	58	59	67	68
W/OUT SUPPLEMENTARY READING: Grade 2 - Average Reader (at grade level) N = 32		22/68 30/93	20/62 30/93	23/71 32/100	21/65 32/100	24/75 30/93	26/81 30/93	16/50 27/84	25/78 32/100	17/53 28/87	23/71 32/100	28/87 32/100	23/71 32/100	17/53 31/96	22/68 29/90	21/65 32/100	13/40 24/75	24/75 32/100
Grade 2 - Above Ave Reader (1yr or more above grade level) N = 14		13/92 14/100	10/71 13/92	12/85 14/100	11/78 14/100	13/92 14/100	11/78 14/100	9/64 14/100	13/92 14/100	13/92 14/100	14/100 14/100	13/92 14/100	12/85 14/100	11/78 14/100	12/85 13/92	13/92 14/100	11/78 14/100	13/92 14/100
W/SUPPLEMENTARY READING: Grade 2 - Title I Student N = 440		165/37 373/84	124/28 330/75	167/38 385/87	158/36 366/83	197/44 370/84	218/49 370/84	30/6 228/51	282/64 406/92	113/25 308/70	166/37 393/89	195/44 406/92	111/25 350/79	54/14 266/60	142/32 326/74	121/27 359/81	80/18 280/63	134/30 367/83
Grade 3 - Title I Student N = 264		183/68 244/92	139/52 220/83	202/75 249/94	180/67 238/90	185/69 240/90	175/65 246/93	64/24 151/57	220/82 255/96	117/43 211/79	210/78 249/94	210/78 255/96	147/55 231/87	80/30 188/71	143/53 230/87	154/57 226/85	107/40 188/71	266/62 239/90
Grade 4 - Title I Student N = 24		13/54 16/66	12/50 17/70	13/54 13/95	21/87 19/79	15/62 20/83	16/66 20/83	2/8 15/62	21/87 24/100	3/12 20/83	14/58 24/100	15/62 22/91	9/37 21/87	7/29 18/75	11/45 18/75	11/45 22/91	3/12 16/66	11/45 22/91

SCHOOL YEAR 1974 - 75

PREScriptive READING INVENTORY
(CTB/McGraw-Hill)
STUDENT PERFORMANCE ON OBJECTIVES
RATED ESSENTIAL TO READING COMPETENCY

GREEN LEVEL
GRADE LEVEL RANGE 2.0 - 3.4

MASTERY		OBJECTIVES																		
Numbers at Pre-Test	Per Cent at Pre-Test	Vowel Sounds: Matching Like or Variant	Consonant Sounds: Letters	Consonant Substitution: Initial & Final	Rhyming Word Pairs	Silent Vowels	Variant Vowel Sounds: r-controlled	Phonetic Parts: Variant Sounds	Inflected Words (Endings) & Affixes	Word Structure: Endings Spelling Changes	Event Sequence	Story Setting	Story Detail: Recall or Descriptive Words	Cause or Effect	Inference	Conclusion: Formation	Main Idea: Summary, Title, or Theme	Character Analysis: Feelings	Word Definition	
Numbers at Post-Test	Per Cent at Post-Test																			
PARTICIPANTS		1	2	5	8	10	12	14	17	26	57	58	59	62	63	64	67	68	68	
W/OUT SUPPLEMENTARY READING: Grade 3 - Average Reader (at grade level)		2/7 13/46	14/50 25/89	14/50 22/78	10/35 25/89	22/78 28/100	6/21 14/50	4/14 14/50	22/78 28/100	2/7 23/82	10/35 23/82	16/57 21/75	22/78 26/92	14/50 25/89	6/21 19/67	14/50 26/92	8/28 9/32	13/46 26/92	19/67 27/96	
N = 28																				
Grade 3 - Above Ave Reader (1 yr or more above grade level)		7/77 8/88	8/88 9/100	7/77 8/88	7/77 9/100	9/100 9/100	7/77 8/88	6/66 9/100	8/88 9/100	6/66 9/100	6/66 8/88	8/88 9/100	9/100 9/100	8/88 9/100	7/77 8/88	9/100 9/100	5/55 5/55	8/88 8/88	9/100 9/100	
N = 9																				
WITH SUPPLEMENTARY READING: Grade 3 - Title I Student		17/5 100/34	102/35 223/76	103/35 190/65	60/20 183/62	186/63 263/90	65/22 152/52	35/12 114/39	132/45 243/83	37/12 146/50	40/13 134/46	82/28 177/60	61/20 180/61	68/23 178/61	49/16 127/43	41/14 152/52	24/8 66/19	34/11 139/47	87/29 208/71	
N = 291																				
Grade 4 - Title I Student		66/14 213/46	250/55 363/79	229/50 310/68	137/30 286/62	353/77 423/93	134/29 267/58	73/16 207/45	316/69 409/90	103/22 259/57	141/31 303/66	209/46 343/75	194/42 335/73	168/37 324/71	103/22 278/61	128/28 293/64	40/8 134/29	119/26 283/62	253/55 376/82	
N = 454																				
Grade 5 - Title I Student		29/16 78/44	122/70 139/79	104/59 127/72	75/43 119/68	141/81 157/90	60/34 97/55	30/17 90/45	130/74 160/91	59/33 116/66	62/35 110/63	94/54 145/83	78/44 129/74	75/43 147/84	56/32 83/47	64/36 113/64	20/11 66/37	61/35 114/65	102/58 151/86	
N = 174																				

10.

10.

PREScriptive READING INVENTORY
(CTB/McGraw-Hill)

11.

SCHOOL YEAR 1974 - 75

STUDENT PERFORMANCE ON OBJECTIVES
RATED ESSENTIAL TO READING COMPETENCY

BLUE LEVEL
GRADE LEVEL RANGE 3.0-5.4

Numbers at Pre-Test	Per Cent at Pre-Test	OBJECTIVES -															
Numbers at Post-Test	Per Cent at Post-Test	Variant Vowel Sounds: Digraph, Diphthong	Phonetic Parts: Variant Sounds	Phonetic Parts: Blending	Affixes: Identifying Prefixes, Suffixes	Meaning of Related Words in Context	Synonyms: Selection	Antonyms: Selection	Event Sequence	Story Setting	Story Detail: Recall or Descriptive Words	Story Detail: Recall by Parts	Story Detail: Identify True Statements	Cause or Effect	Inference	Conclusion: Formation	Main Idea: Summary, Title, or Theme
PARTICIPANTS		13	14	15	32	45	52	53	57	58	59	60	61	62	63	64	67
W/OUT SUPPLEMENTARY READING: Grade 4 - Average Reader (at grade level) N = 29		18 62 23 79	16 55 21 72	20 68 20 68	9 31 13 44	27 93 29 100	27 93 26 89	15 51 21 72	18 62 19 65	16 55 24 82	25 86 27 93	20 68 23 79	17 58 22 75	2 6 7 24	16 55 24 82	17 58 22 75	3 10 10 34
Grade 4-Above Ave. Reader (1 yr or more above grade level) N = 10		10 100 10 100	10 100 10 100	10 100 10 100	6 60 10 100	10 100 10 100	9 90 10 100	6 60 8 80	6 60 10 100	9 90 10 100	10 100 9 90	10 100 9 90	10 100 9 90	4 40 4 40	9 90 10 100	8 80 8 80	5 50 6 60
W/SUPPLEMENTARY READING: Grade 5 - Title I Student N = 244		147 60 196 80	121 49 178 72	157 64 196 80	97 39 155 63	170 69 209 85	157 64 200 85	97 39 144 59	63 25 100 40	96 39 167 68	121 49 178 72	76 31 143 58	68 27 117 47	4 1 26 10	83 34 136 55	51 20 121 49	13 5 43 17
Grade 6 - Title I Student N = 279		192 68 230 82	165 59 207 74	193 69 226 81	130 46 188 67	237 84 258 92	217 77 257 92	128 45 188 67	88 31 145 51	145 51 199 71	166 59 222 79	130 46 179 64	114 40 164 58	12 4 41 14	116 41 188 67	96 34 158 56	21 7 71 25
Grade 7 - Title I Student N = 93		59 63 76 81	57 61 66 70	65 69 76 81	53 56 71 76	76 81 86 92	74 79 83 89	72 53 77 56	41 44 54 58	49 52 71 76	69 74 77 82	49 52 67 72	35 37 57 61	5 5 33 35	55 59 69 74	40 43 46 49	16 17 30 32

PREScriptive READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974 - 75

STUDENT PERFORMANCE ON OBJECTIVES
RATED ESSENTIAL TO READING COMPETENCY

ORANGE LEVEL
GRADE LEVEL RANGE 4.0 - 6.5

MASTERY																								
Numbers at Pre-Test	Per Cent at Pre-Test																							
Numbers at Post-Test	Per Cent at Post-Test																							
		OBJECTIVES -	Variant Vowel Sounds:	Digraph, Diphthong	Phonetic Parts:	Variant Sounds	Phonetic Parts:	Blending	Affixes:	Building Words	Synonyms: Selection	Antonyms: Selection	Event Sequence	Story Setting	Story Detail: Recall or Descriptive Words	Cause or Effect	Inference	Conclusion: Formation	Conclusion: Factor	Main Idea: Identification	Title, or Summary, or Theme	Fact and Opinion		
PARTICIPANTS		13	14	15	33	52	53	57	58	59	62	63	64	65	67	85								
W/OUT SUPPLEMENTARY READING:																								
Grade 5 - Average Reader (at grade level)		26 89 27 93	20 68 22 75	22 75 23 79	19 65 24 82	26 89 25 86	18 62 20 68	11 37 13 44	4 13 10 34	14 48 21 72	12 41 18 62	11 37 13 44	11 37 15 51	20 68 20 68	9 31 9 31	5 17 12 41								
N = 29																								
Grade 5-Above Ave. Reader (1yr or more above grade level)		20 95 20 95	18 85 20 95	21 100 21 100	20 95 17 80	20 95 21 100	18 85 21 100	16 76 16 76	11 52 13 61	15 71 16 76	19 90 19 90	16 76 19 90	15 71 17 80	17 80 17 80	10 47 16 76	12 57 19 90								
N = 21																								
W/SUPPLEMENTARY READING:																								
Grade 5 - Title I Student		4 57 7 100	4 57 6 85	6 85 6 85	3 42 4 57	7 100 4 57	3 42 4 57	2 28 1 14	0 0 2 28	1 14 2 28	1 14 1 14	0 0 1 14	1 14 1 14	1 14 1 14	1 14 2 28	1 14 1 14								
N = 7																								

12.

PREScriptive READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974-75

STUDENT PERFORMANCE ON OBJECTIVES
RATED ESSENTIAL TO READING COMPETENCY

ORANGE LEVEL
GRADE LEVEL RANGE 4.0 - 6.5

MASTERY		OBJECTIVES																			
Numbers at Pre-Test	Per Cent at Pre-Test	Variant Vowel Sounds; Digraph, Diphthong	Phonetic Parts: Variant Sounds	Phonetic Parts: Flending	Affixes: Building Words	Defining Words	Most Precise Word in Context	Word Definition in Context	Word Definition in Isolation	Synonyms: Selection	Antonyms: Selection	Event Sequence	Story Setting	Story Detail: Recall or Descriptive Words	Cause or Effect	Inference	Conclusion: Formation	Conclusion: Factor Identification	Predicting Future Actions	Main Idea: Summary, Title, or Theme	Fact/Opinion
Numbers at Post-Test	Per Cent at Post-Test	13	14	15	33	34	46	48	49	52	53	57	58	59	62	63	64	65	66	67	85
PARTICIPANTS		13	14	15	33	34	46	48	49	52	53	57	58	59	62	63	64	65	66	67	85
W/OUT SUPPLEMENTARY READING:		28/93	23/76	24/80	27/90	23/76	26/86	26/86	30/100	27/90	19/63	16/53	9/30	18/60	18/60	20/66	11/36	21/70	13/47	16/53	18/60
Grade 6 - Average Reader (at grade level)		29/96	27/90	29/96	28/93	26/86	27/90	29/96	25/83	27/90	27/90	23/76	14/46	19/63	27/90	21/70	17/56	23/76	10/33	15/50	20/66
N = 30																					
Grade 6 - Above Ave. Reader (1yr or more above grade level)		18/90	17/85	19/95	19/95	16/80	20/100	20/100	20/100	20/100	14/70	13/65	16/80	17/85	19/95	17/85	12/60	16/80	13/65	16/80	17/85
N = 20		18/90	20/100	19/95	20/100	19/95	20/100	20/100	20/100	20/100	16/80	16/80	16/80	18/90	18/90	16/80	12/60	19/95	16/80	18/90	20/100
WITH SUPPLEMENTARY READING:		12/75	7/43	12/75	7/43	6/37	12/75	8/50	8/50	11/68	6/37	3/18	2/12	4/25	4/25	2/12	1/6	5/31	0/0	1/6	1/6
Grade 6 - Title I Student		11/68	13/81	15/93	7/43	5/31	11/68	8/50	10/62	8/50	9/56	5/31	2/12	3/18	10/62	4/25	4/25	6/37	3/18	1/6	2/12
N = 16																					
Grade 7 - Title I Student		83/82	53/52	76/75	45/44	42/41	74/73	64/63	49/48	50/49	36/35	17/16	16/15	25/24	25/24	19/18	16/15	23/22	11/10	10/9	11/10
N = 101		77/76	66/65	82/81	68/67	54/53	84/83	71/70	65/64	64/63	47/46	35/34	16/15	39/38	44/43	30/29	33/32	45/44	17/16	16/15	24/23
Grade 8 - Title I Student		90/71	67/53	98/77	76/60	62/49	84/46	97/76	80/63	86/68	64/50	30/23	13/10	37/29	40/31	34/26	24/19	43/34	24/19	26/20	20/15
N = 126		97/76	93/73	107/84	101/80	83/65	103/80	95/75	92/73	89/70	74/58	41/32	25/19	49/38	71/56	48/38	39/30	55/43	34/26	32/25	44/34

PRESCRIPTIVE READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974 - 75

RED LEVEL

GRADE LEVEL RANGE 1.5 - 2.5

PARTICIPANTS	Total Number of Objectives Rated Essential	Average Number of Objectives Mastered on Pre-Test	Average % of Objectives Mastered on Pre-Test	Average Number of Objectives Mastered on Post-Test	Average % of Objectives Mastered on Post-Test	Average Number of Mastered Objectives Gained Since Pre-Test	Maximum Possible Gain in Number of Objectives Mastered from Pre to Post-Test
<u>W/OUT SUPPLEMENTARY READING:</u> <u>Grade 2 - Average Reader</u> (at grade level) N = 32	17	11.3	66.7	16.0	94.3	4.7	5.7
<u>Grade 2 - Above Ave. Reader</u> (1 yr or more above grade level) N = 14	17	14.5	85.0	16.8	98.5	2.3	2.5
<u>W/SUPPLEMENTARY READING:</u> <u>Grade 2 - Title I Student</u> N = 440	17	5.54	32.6	13.3	78.3	7.8	11.5
<u>Grade 3 - Title I Student</u> N = 264	17	9.98	58.7	14.6	85.6	4.6	7.0
<u>Grade 4 - Title I Student</u> N = 24	17	8.1	47.8	14.0	82.1	5.9	8.9

PRESCRIPTIVE READING INVENTORY
(CTB/McGraw-Hill)

15.

SCHOOL YEAR 1974 - 75

GREEN LEVEL

GRADE LEVEL RANGE 2.0 - 3.5

PARTICIPANTS	Total Number of Objectives Rated Essential	Average Number of Objectives Mastered on Pre-Test	Average % of Objectives Mastered on Pre-Test	Average Number of Objectives Mastered on Post-Test	Average % of Objectives Mastered on Post-Test	Average Number of Mastered Objectives Gained Since Pre-Test	Maximum Possible Gain in Number of Objectives Mastered from Pre to Post-Test
<u>W/OUT SUPPLEMENTARY READING:</u>							
<u>Grade 3 - Average Reader</u> (at grade level) N = 28	18	7.7	42.7	14.0	77.1	6.3	10.3
<u>Grade 3-Above Ave. Reader</u> (1 yr or more above grade level) N = 9	18	14.8	82.2	16.8	93.3	2.0	3.2
<u>W/SUPPLEMENTARY READING:</u>							
<u>Grade 3 - Title I Student</u> N = 291	18	4.1	22.8	10.1	56.2	6.0	13.9
<u>Grade 4 - Title I Student</u> N = 454	18	6.6	36.7	11.8	65.6	5.2	11.4
<u>Grade 5 - Title I Student</u> N = 174	18	7.8	43.3	12.1	67.2	4.3	10.2

PRESCRIPTIVE READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974 - 75

BLUE LEVEL

GRADE LEVEL RANGE 3.0 - 4.5

PARTICIPANTS	Total Number of Objectives Rated Essential	Average Number of Objectives Mastered on Pre-Test	Average % of Objectives Mastered on Pre-Test	Average Number of Objectives Mastered on Post-Test	Average % of Objectives Mastered on Post-Test	Average Number of Mastered Objectives Gained Since Pre-Test	Maximum Possible Gain in Number of Objectives Mastered from Pre to Post-Test
<u>W/OUT SUPPLEMENTARY READING:</u>							
<u>Grade 4 - Average Reader</u> (at grade level) N = 29	15	8.4	56.0	10.7	71.3	2.3	6.6
<u>Grade 4-Above Ave. Reader</u> (1 yr or more above grade level) N = 10	15	12.2	81.3	13.3	88.7	1.1	2.8
<u>W/SUPPLEMENTARY READING:</u>							
<u>Grade 5 - Title I Student</u> N = 244	15	5.8	38.7	8.8	58.7	3.0	9.2
<u>Grade 6 - Title I Student</u> N = 18	15	8.7	58.0	11.8	78.6	3.1	6.3
<u>Grade 7 - Title I Student</u> N = 93	15	9.7	64.6	12.4	82.6	2.7	5.3

PRESCRIPTIVE READING INVENTORY
(CTB/McGraw-Hill)

17.

SCHOOL YEAR 1974 - 75

ORANGE LEVEL

GRADE LEVEL RANGE 4.0 - 6.5

PARTICIPANTS	Total Number of Objectives Rated Essential	Average Number of Objectives Mastered on Pre-Test	Average % of Objectives Mastered on Pre-Test	Average Number of Objectives Mastered on Post-Test	Average % of Objectives Mastered on Post-Test	Average Number of Mastered Objectives Gained Since Pre-Test	Maximum Possible Gain in Number of Objectives Mastered from Pre to Post-Test
<u>W/OUT SUPPLEMENTARY READING:</u> Grade 5 - Average Reader (at grade level) N = 29	15	7.8	52.0	9.3	62.0	1.5	7.2
Grade 5-Above Ave. Reader (1 yr or more above grade level) N = 21	15	11.8	78.6	12.9	86.0	1.1	3.2
<u>W/SUPPLEMENTARY READING:</u> Grade 5 - Title I Student N = 7	15	5.0	33.0	6.1	41.0	1.1	10.0

PRESCRIPTIVE READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974 - 75

ORANGE LEVEL

GRADE LEVEL RANGE 4.0 - 6.5

PARTICIPANTS	Total Number of Objectives Rated Essential	Average Number of Objectives Mastered on Pre-Test	Average % of Objectives Mastered on Pre-Test	Average Number of Objectives Mastered on Post-Test	Average % of Objectives Mastered on Post-Test	Average Number of Mastered Objectives Gained Since Pre-Test	Maximum Possible Gain in Number of Objectives Mastered from Pre to Post-Test
<u>W/OUT SUPPLEMENTARY READING:</u>							
<u>Grade 6 - Average Reader</u> (at grade level) N = 30	20	13.7	68.6	15.2	76.2	1.5	6.3
<u>Grade 6-Above Ave. Reader</u> (1 yr or more above grade level) N = 20	20	17.0	85.0	18.1	90.5	1.1	3.0
<u>W/SUPPLEMENTARY READING:</u>							
<u>Grade 6 - Title I Student</u> N = 16	20	6.9	34.5	8.5	42.5	1.6	13.1
<u>Grade 7 - Title I Student</u> N = 101	20	7.3	36.5	9.6	48.0	2.3	12.7
<u>Grade 8 - Title I Student</u> N = 126	20	8.4	42.0	10.8	54.0	2.4	11.6

PART II
GRADE LEVEL ACHIEVEMENT CHARTS
1974-75

The first set of charts that follow show the record of mastery for each objective at each grade level, while the second set shows growth according to skill clusters.

The bars record percentages of students who achieved mastery on the pre-test (bottom) and on the post-test (top).

The degree of instructional emphasis as reported in the Fall of 1974 is also shown. The shaded bar indicates heavy emphasis, crossbars show moderate emphasis, and a vacant bar little or no emphasis. There is not an exact match between the objectives rated "heavy emphasis" in this section and those rated "essential" in the first section because the first section attempts a comparison performance with non-Title I children while this section treats the ratings as applied to the Title I population only.

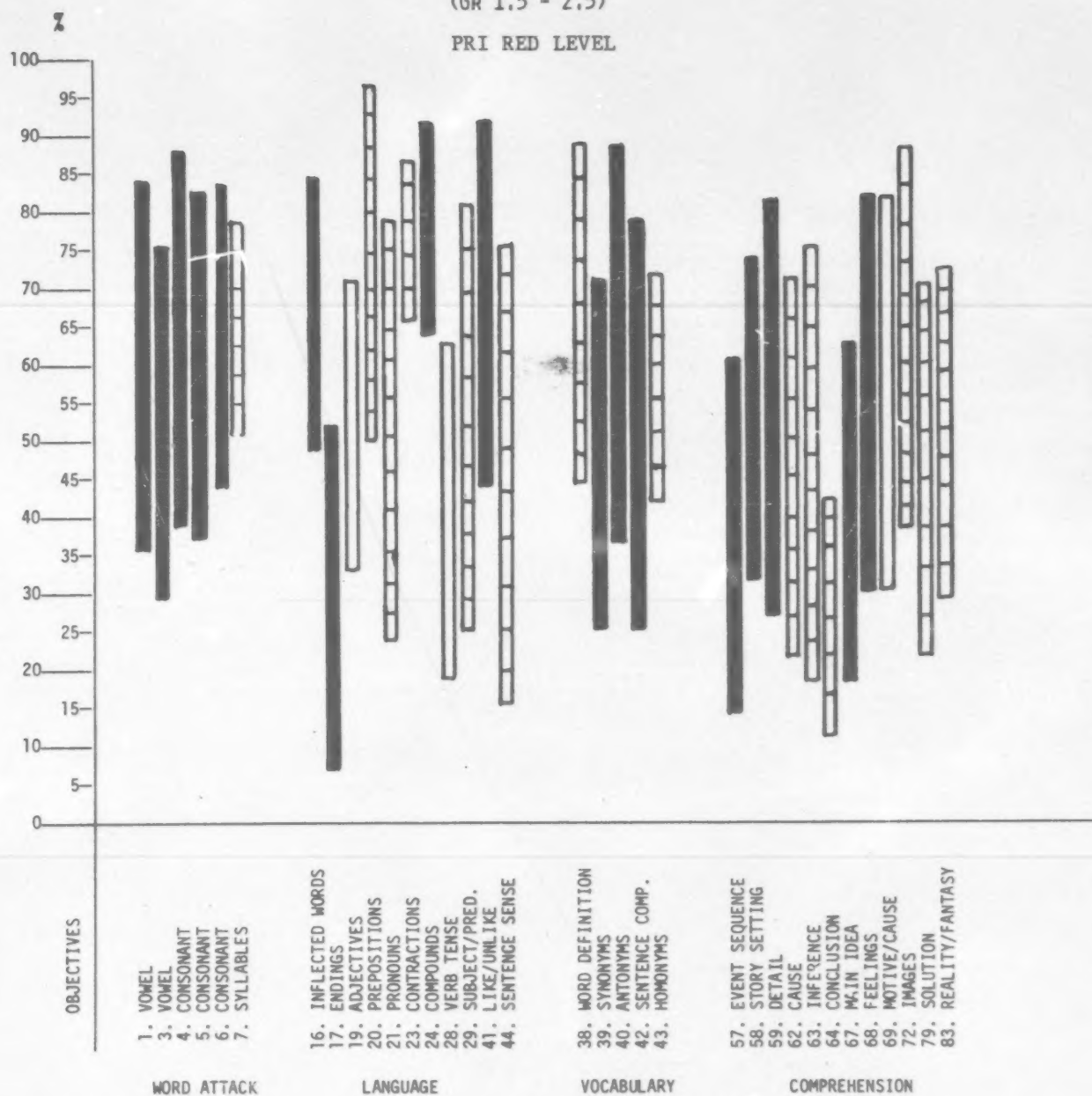
The differences in percentage of mastery between all objectives and those indicated for heavy emphasis are small. In some cases, there was less growth for those objectives given heaviest emphasis. This lack of difference may be attributed to several factors:

- (1) because the ratings were given in the fall, some discrepancy may have occurred between what was actually emphasized and what was indicated for emphasis;
- (2) those objectives indicated for emphasis may in large part be the most difficult objectives with less actual expectancy for growth;
- (3) the procedure designed for gathering data on emphasis may have been too general, resulting in too little differentiation among objectives.

GRADE 2

(Gr 1.5 - 2.5)

PRI RED LEVEL



EMPHASIS:

HEAVY

MODERATE

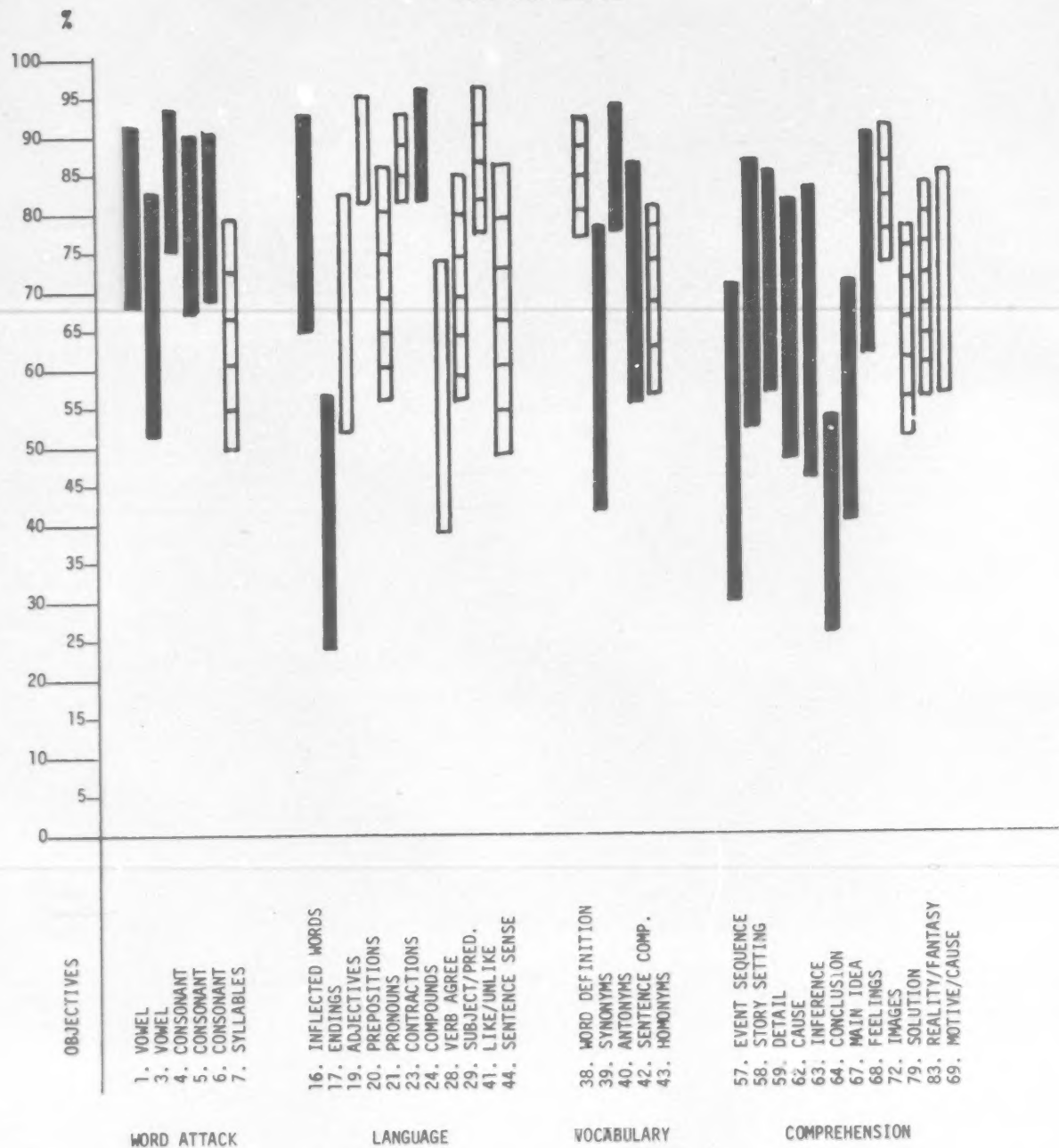
LIGHT

POPULATION: 440

1974-1975

GRADE 3

(Gr 1.5 - 2.5)
PRI RED LEVEL



EMPHASIS:

HEAVY

MODERATE

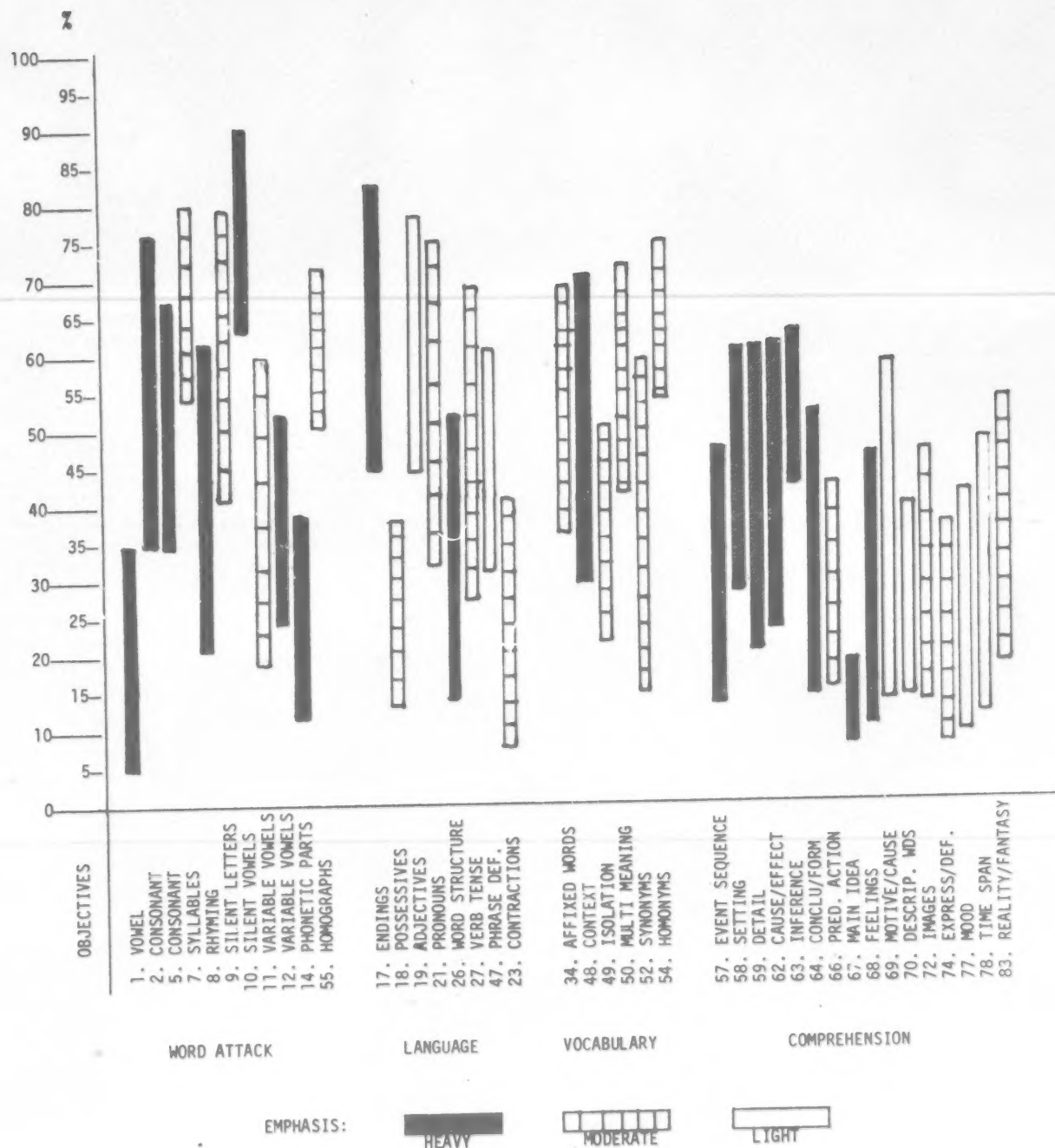
LIGHT

POPULATION: 264

1974-1975

GRADE 3

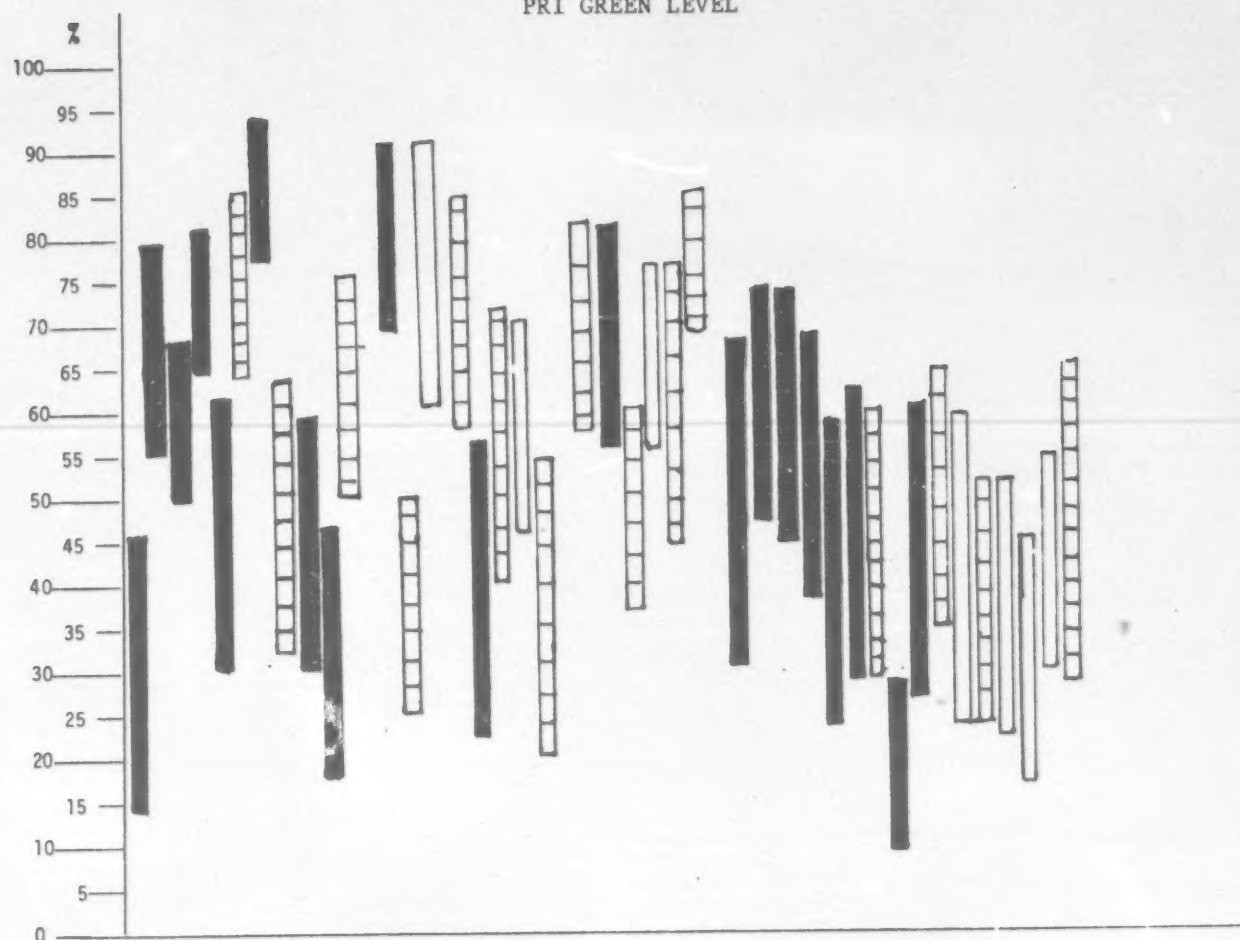
(Gr 2.0 - 3.5)
PRI GREEN LEVEL



POPULATION: 291

GRADE 4

(Gr 2.0 - 3.5)
PRI GREEN LEVEL



OBJECTIVES

1. VOWEL
2. CONSONANT
5. CONSONANT
7. SYLLABLES
8. RHYMING
9. SILENT LETTERS
10. SILENT VOWELS
11. VARIABLE VOWELS
12. VARIABLE VOWELS
14. PHONETIC PARTS
55. HOMOGRAPHS
17. ENDINGS
18. POSSESSIVES
19. ADJECTIVES
21. PRONOUNS
26. WORD STRUCTURE
27. VERB TENSE
47. PHRASE DEF.
23. CONTRACTIONS
34. AFFIXED WORDS
48. CONTEXT
49. ISOLATION
50. MULTI MEANING
52. SYNONYMS
54. HOMONYMS
57. EVENT SEQ.
58. SETTING
59. DETAIL
62. CAUSE/EFFECT
63. INFERENCE
64. CONCLU./FORM
66. PRED. ACTIONS
67. MAIN IDEA
68. FEELINGS
69. MOTIVE/CAUSE
70. DESCRIPTIVE WDS.
72. IMAGES
74. EXPRESS/DEF.
77. MOOD
78. TIME SPAN
83. REALITY/FANTASY

WORD ATTACK

LANGUAGE

VOCABULARY

COMPREHENSION

EMPHASIS:



HEAVY



MODERATE



LIGHT

POPULATION: 454

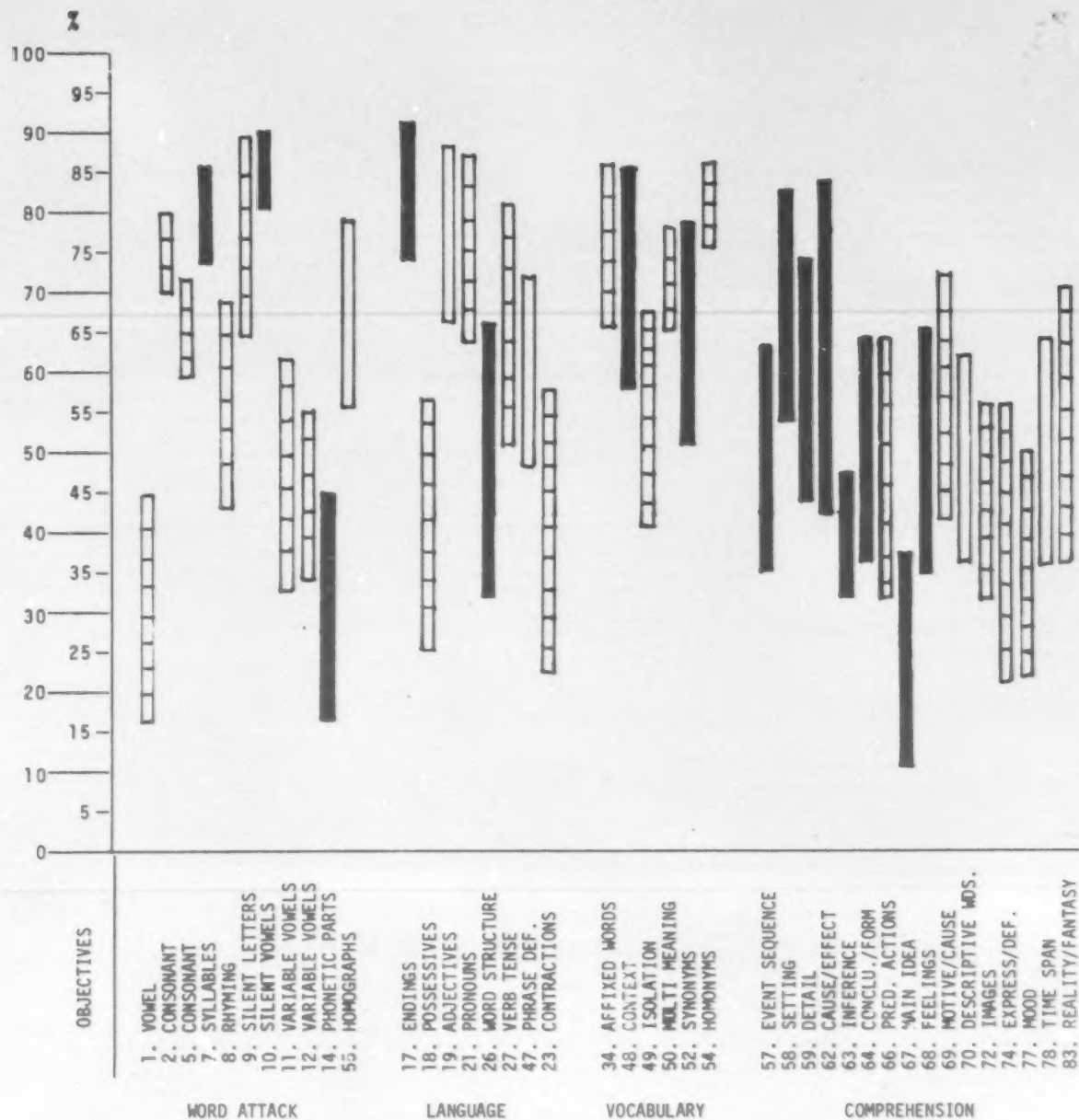
93

1974-1975

GRADE 5

(Gr 2.0 - 3.5)

PRI GREEN LEVEL



EMPHASIS:

HEAVY

MODERATE

LIGHT

POPULATION: 174

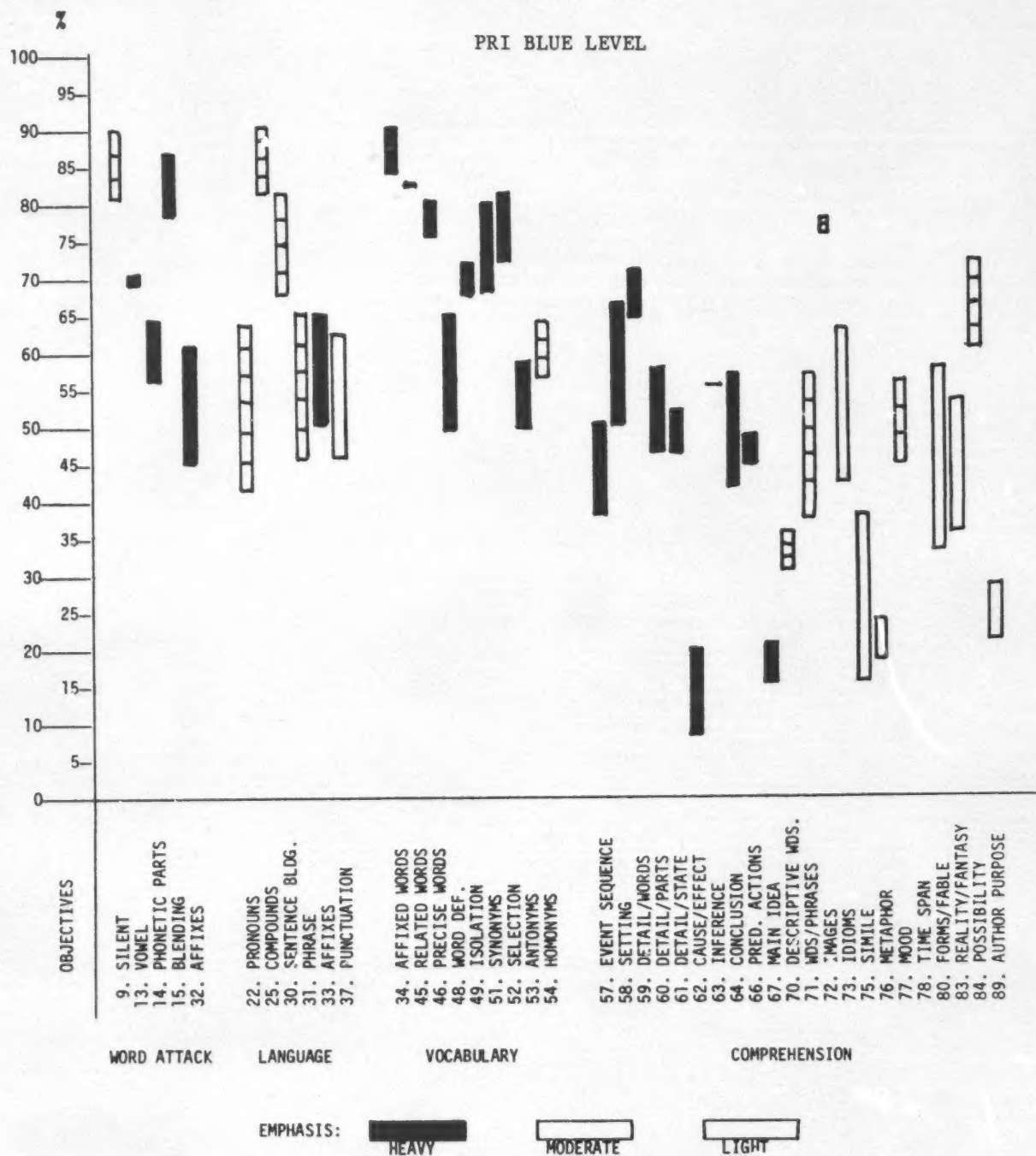
94

1974-1975

GRADE 5

(Gr 3.0 - 4.5)

PRI BLUE LEVEL

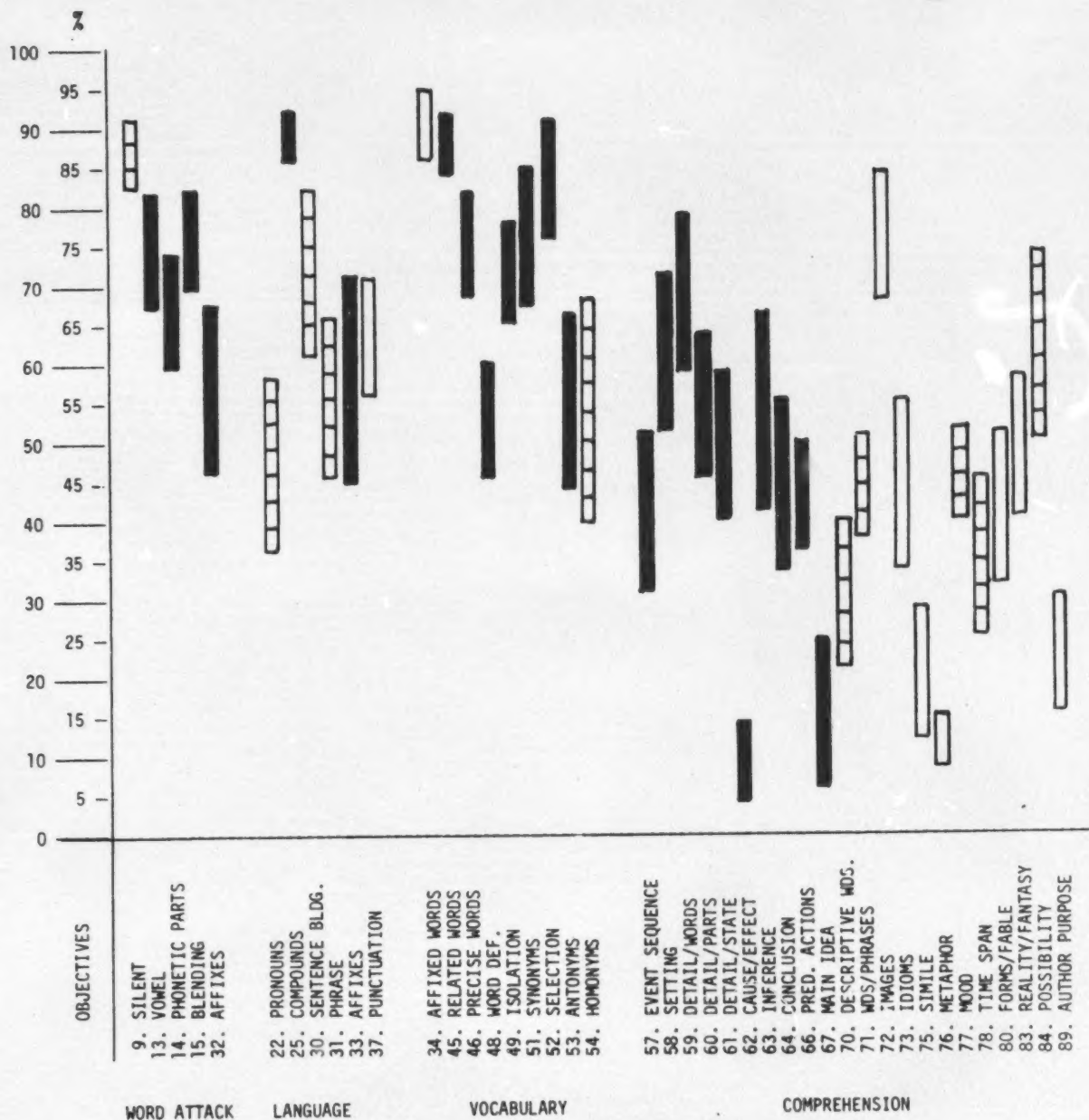


POPULATION: 244

FISCAL YEAR: 1974 - 1975

GRADE 6

BLUE LEVEL (Gr 3.0 - 4.5)



EMPHASIS:

HEAVY

MODERATE

LIGHT

POPULATION: 279

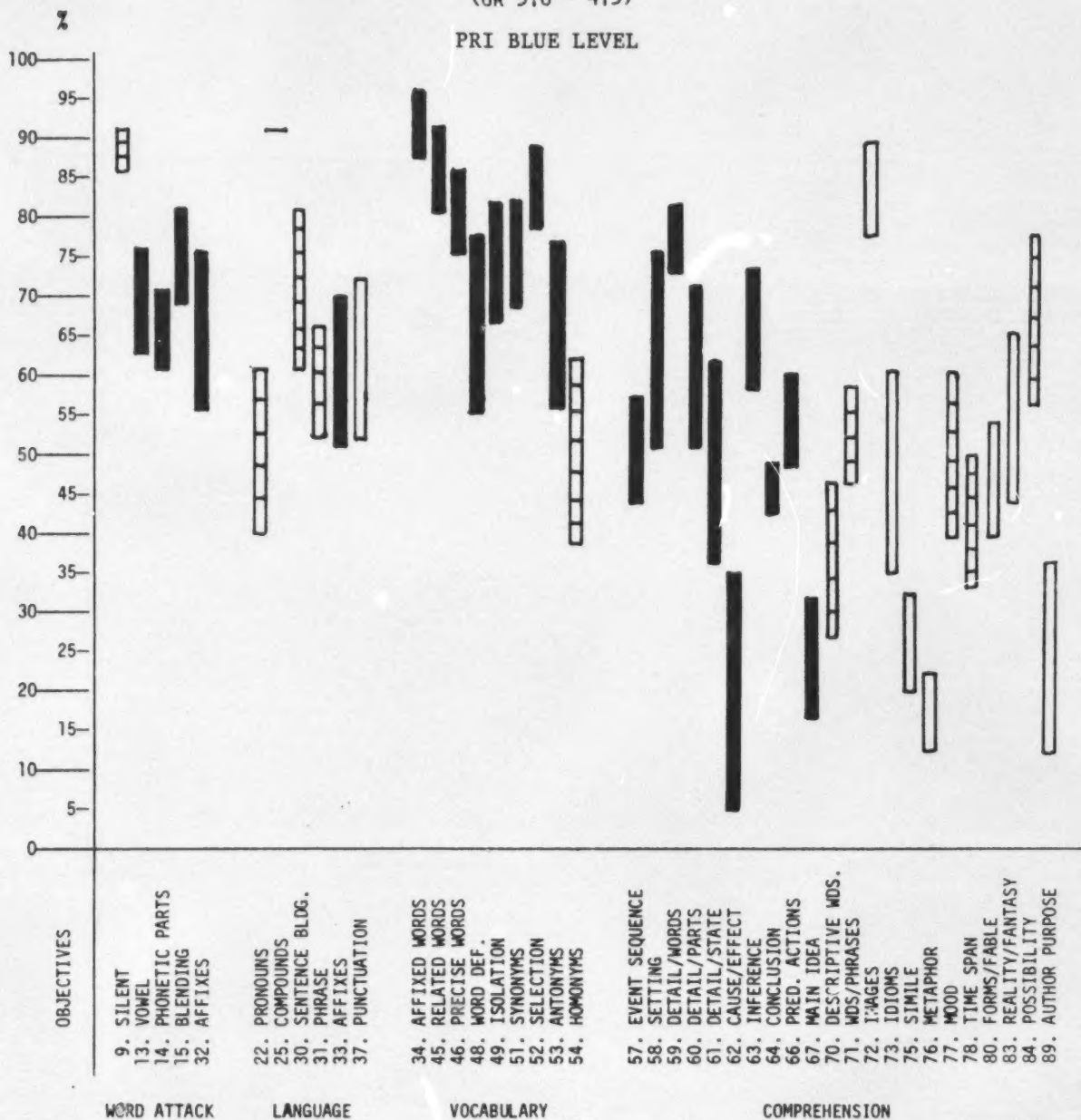
96

1974-1975

GRADE 7

(Gr 3.0 - 4.5)

PRI BLUE LEVEL



EMPHASIS:

HEAVY

MODERATE

LIGHT

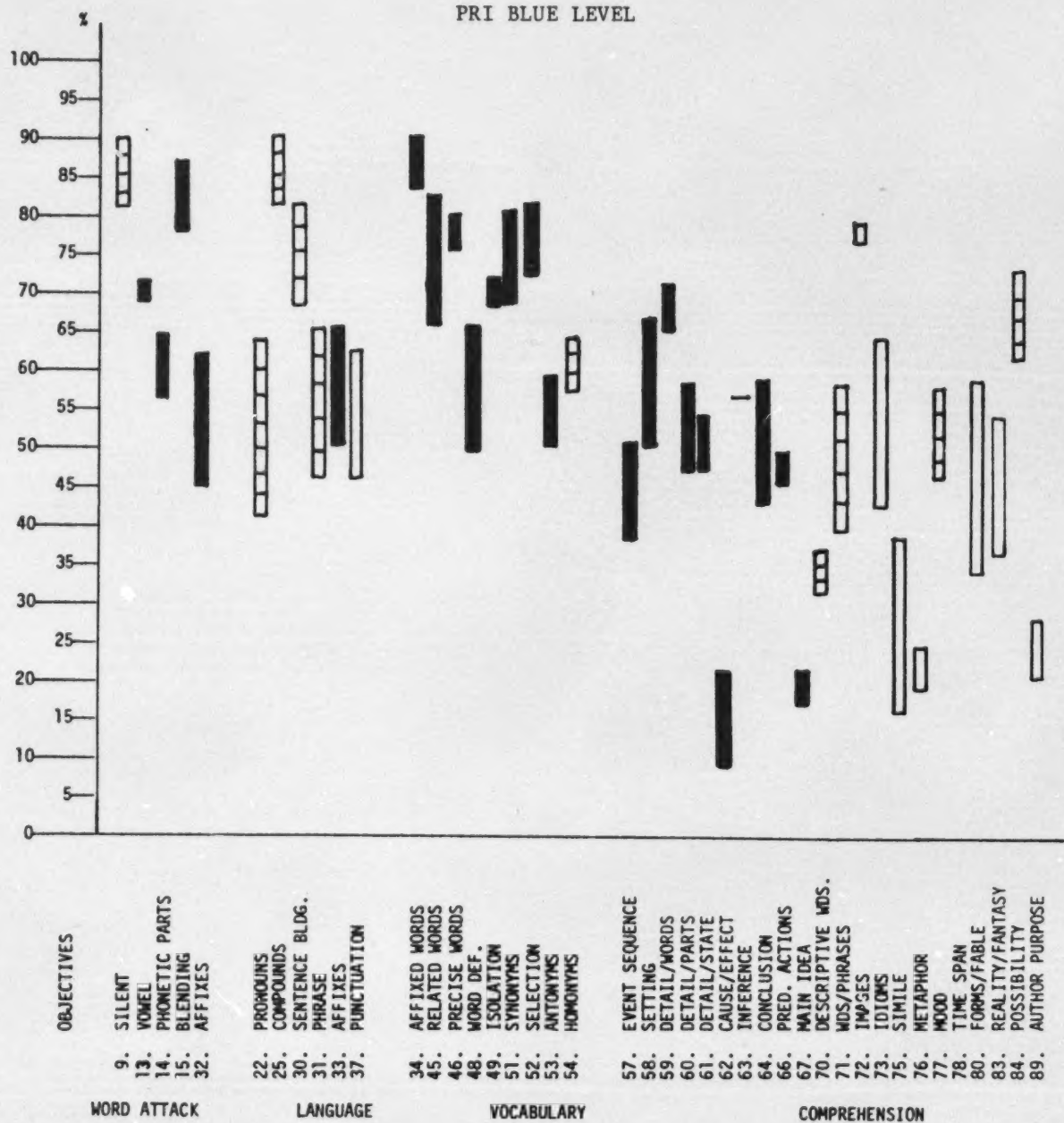
POPULATION: 93

FISCAL YEAR: 1974 - 1975

GRADE 8

(Gr 3.0 - 4.5)

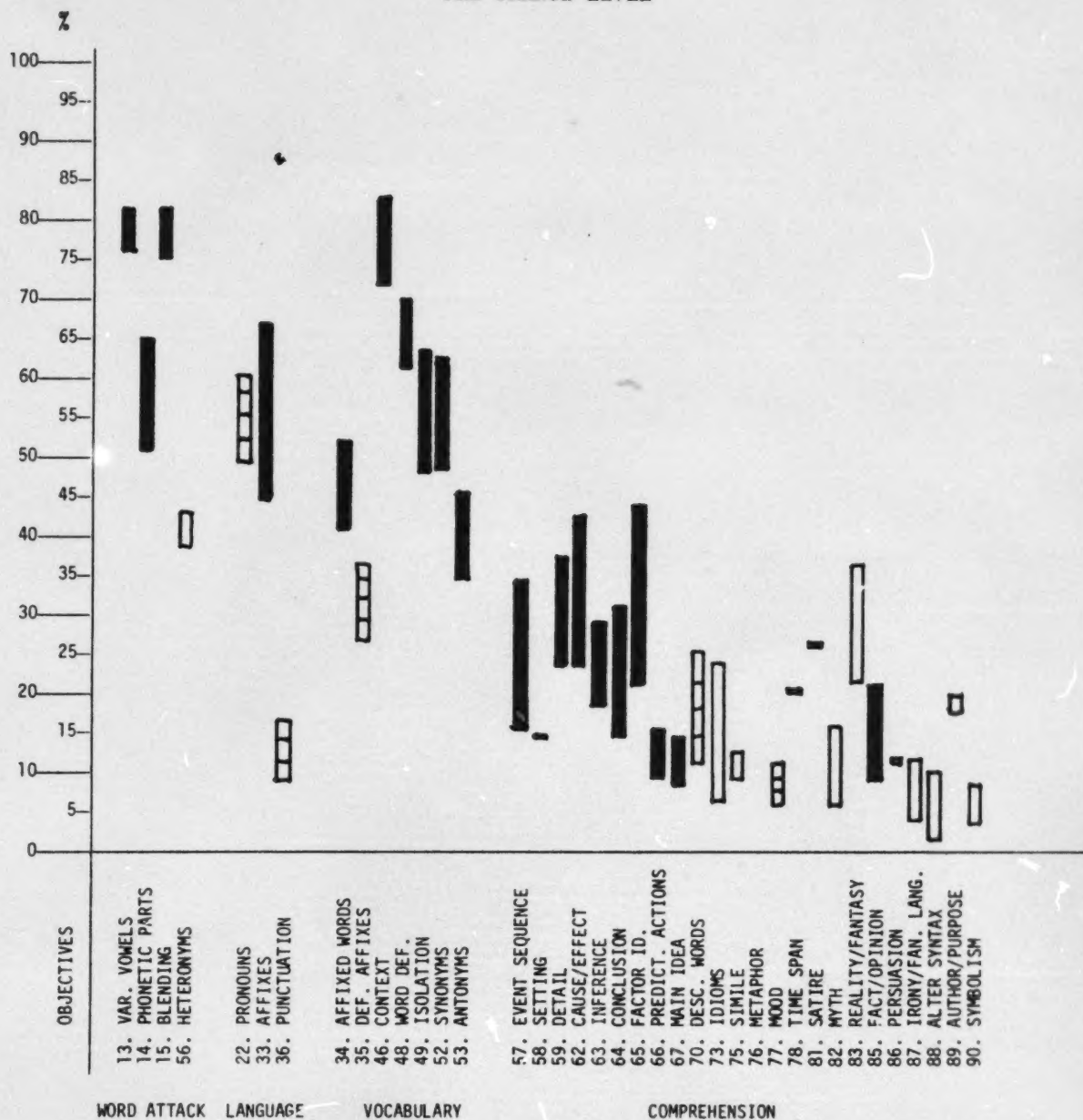
PRI BLUE LEVEL



GRADE 7

(Gr 4.0 - 6.5)

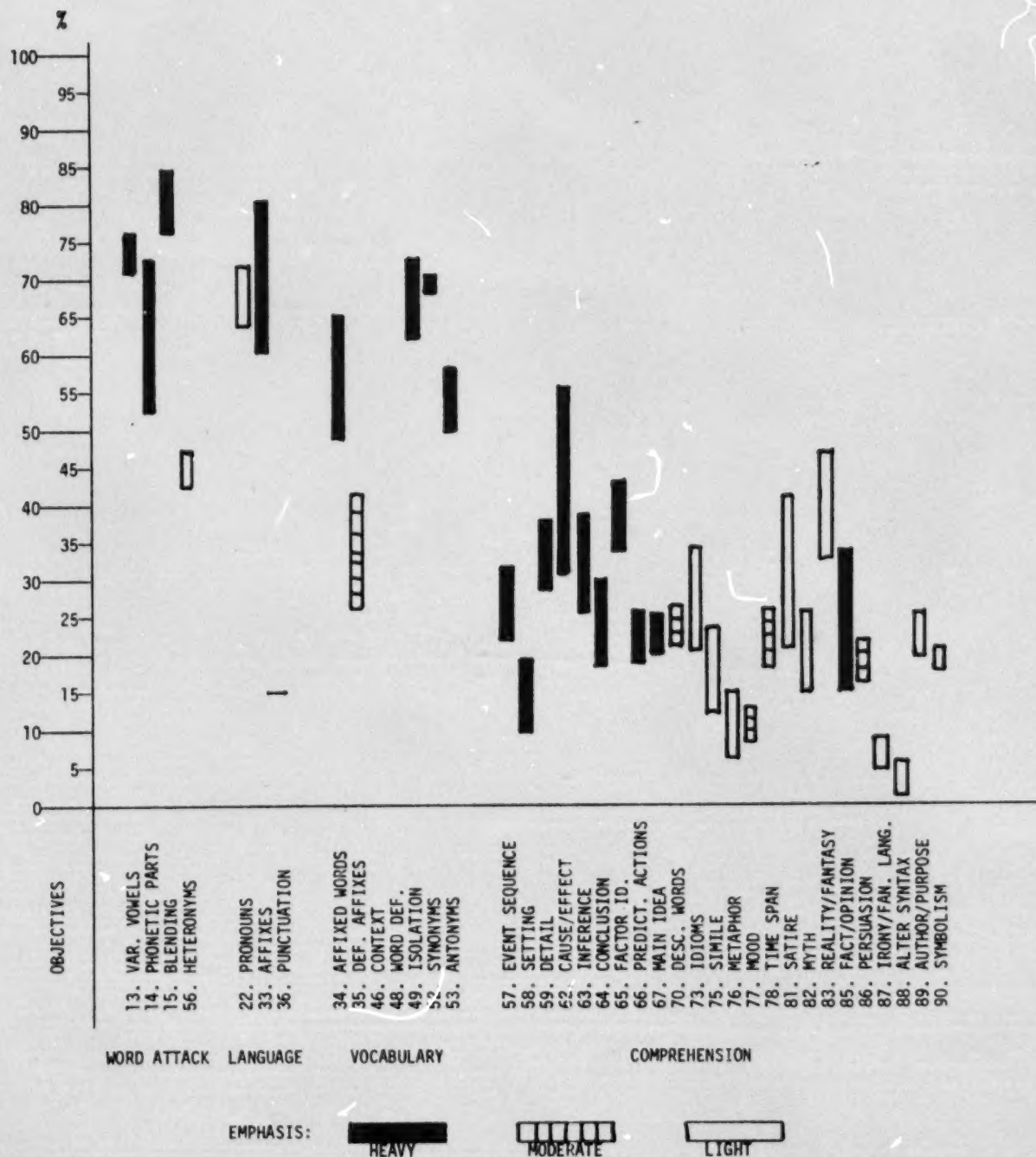
PRI ORANGE LEVEL



GRADE 8

(Gr 4.0 - 6.5)

PRI ORANGE LEVEL



POPULATION: 126

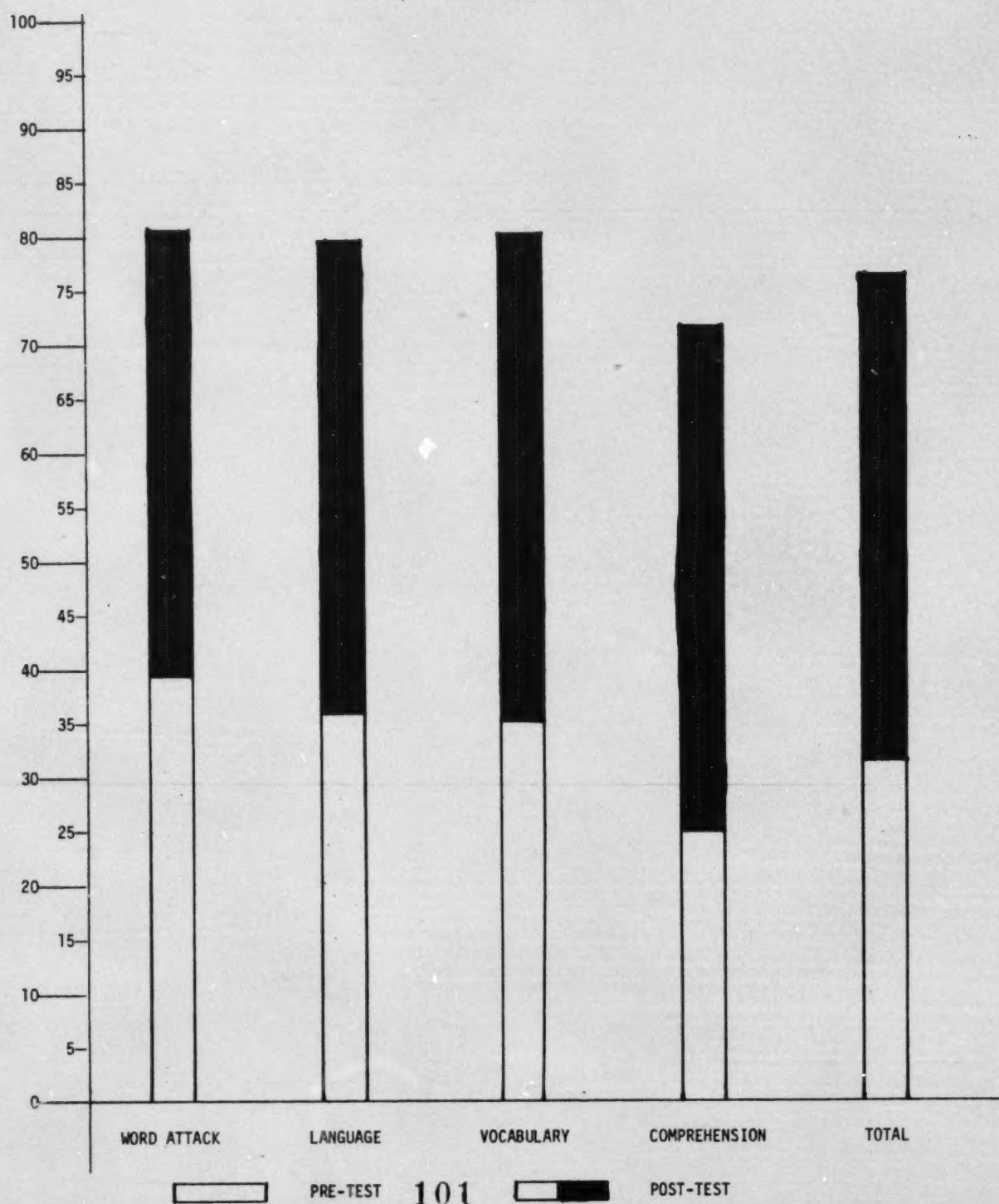
100

1974-1975

GRADE 2

RED

(GR 1.5 - 2.5) POP: 440



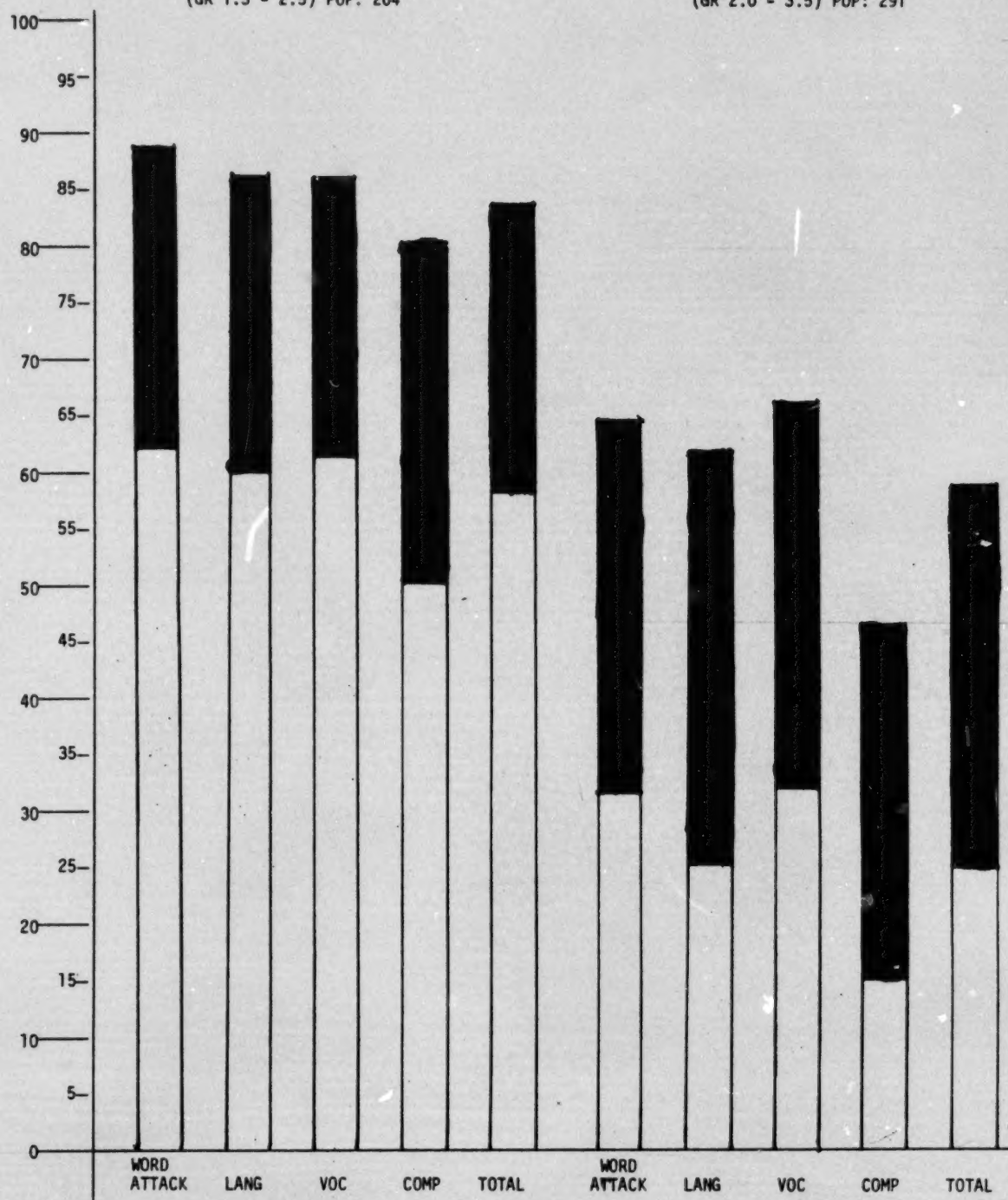
GRADE 3

RED

(GR 1.5 - 2.5) POP: 264

GREEN

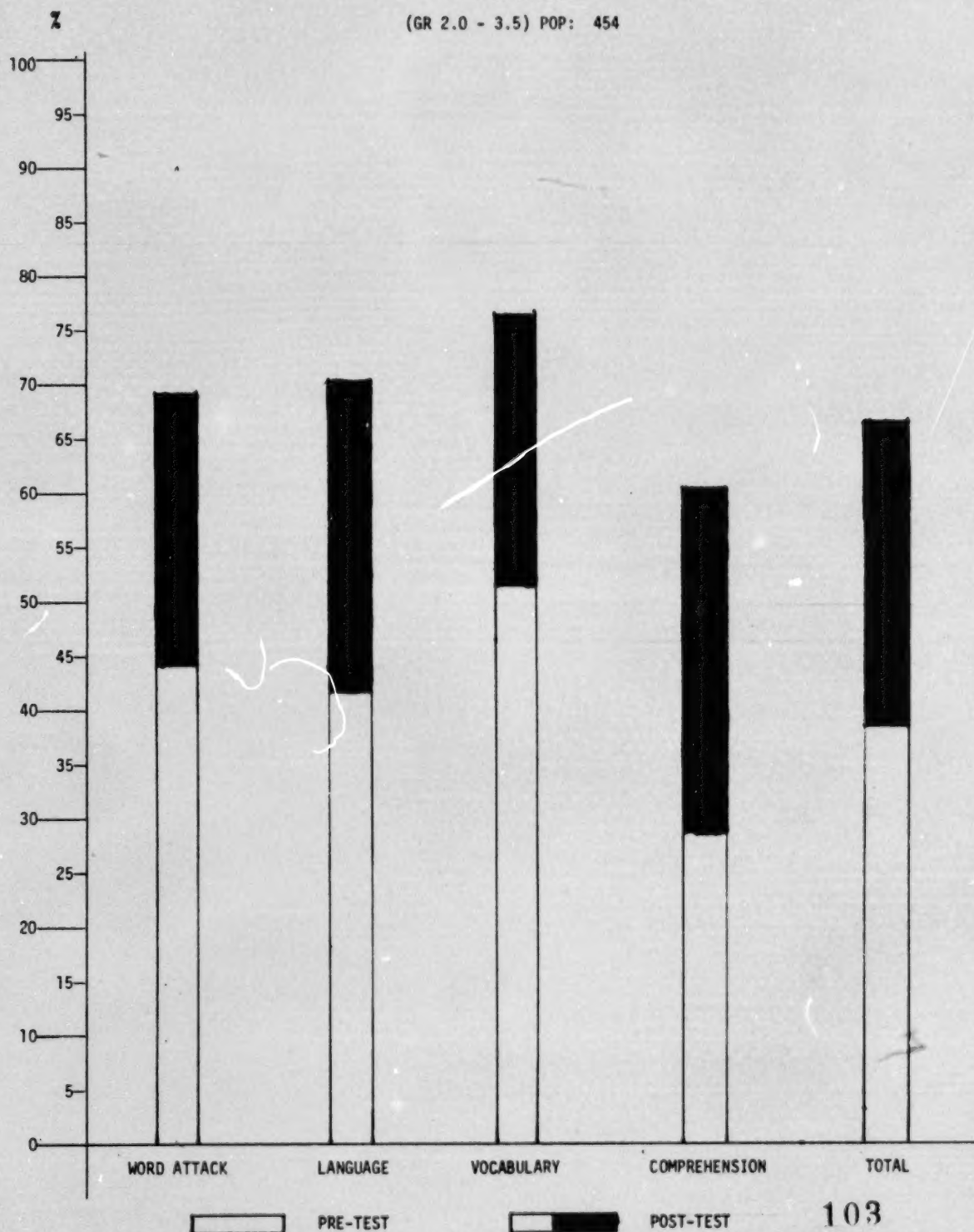
(GR 2.0 - 3.5) POP: 291



GRADE 4

GREEN

(GR 2.0 - 3.5) POP: 454



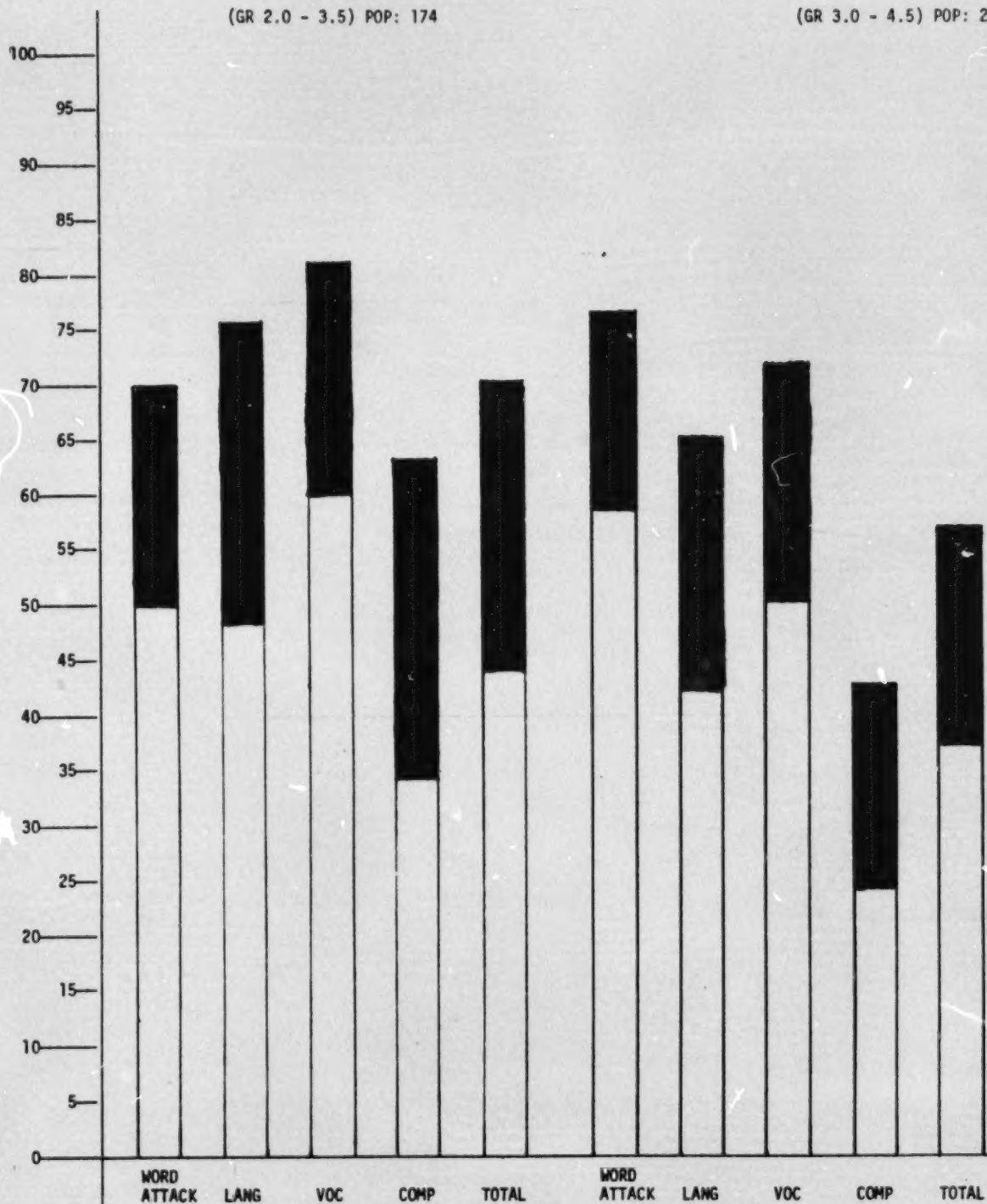
GRADE 5

GREEN

(GR 2.0 - 3.5) POP: 174

BLUE

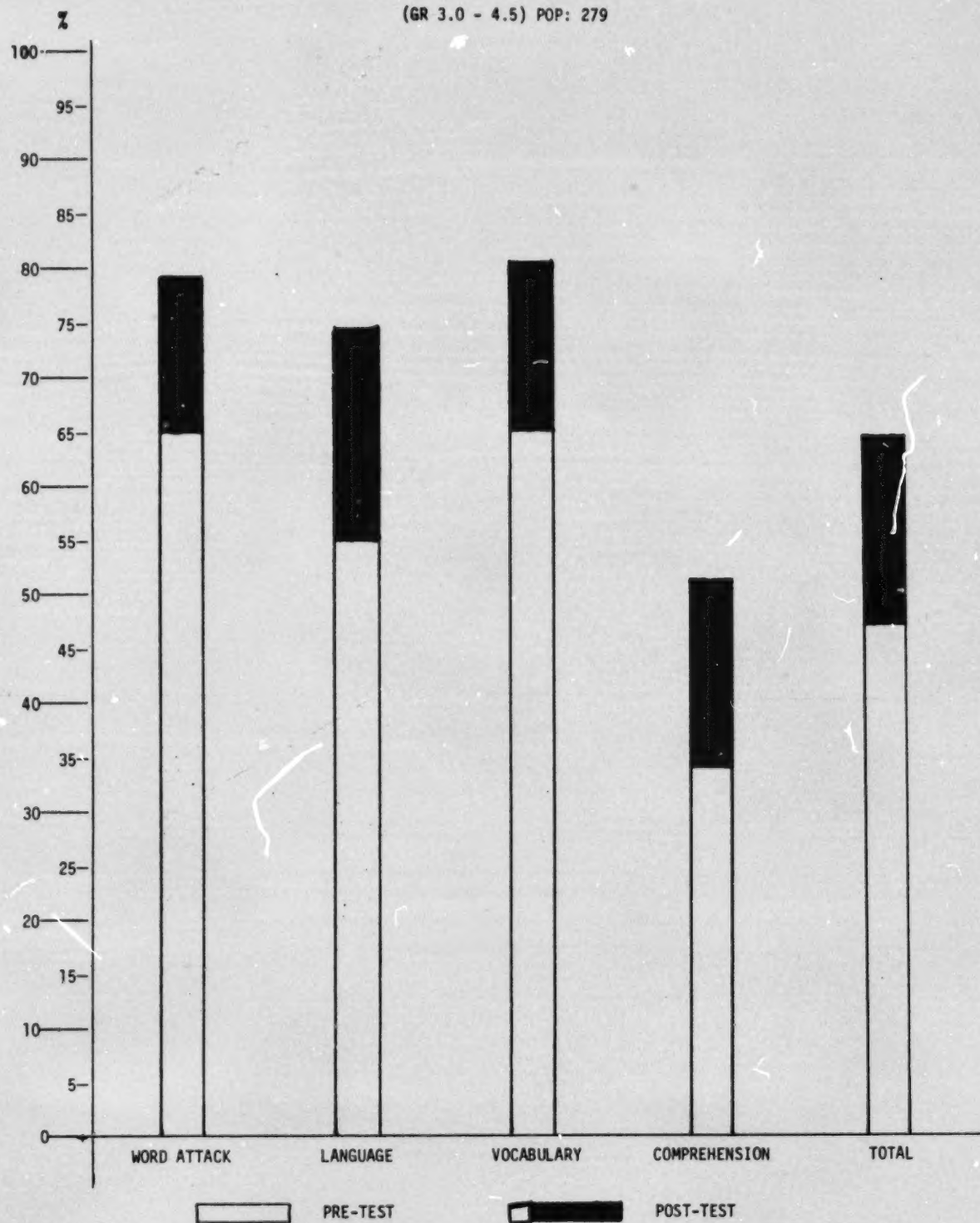
(GR 3.0 - 4.5) POP: 244



GRADE 6

BLUE

(GR 3.0 - 4.5) POP: 279



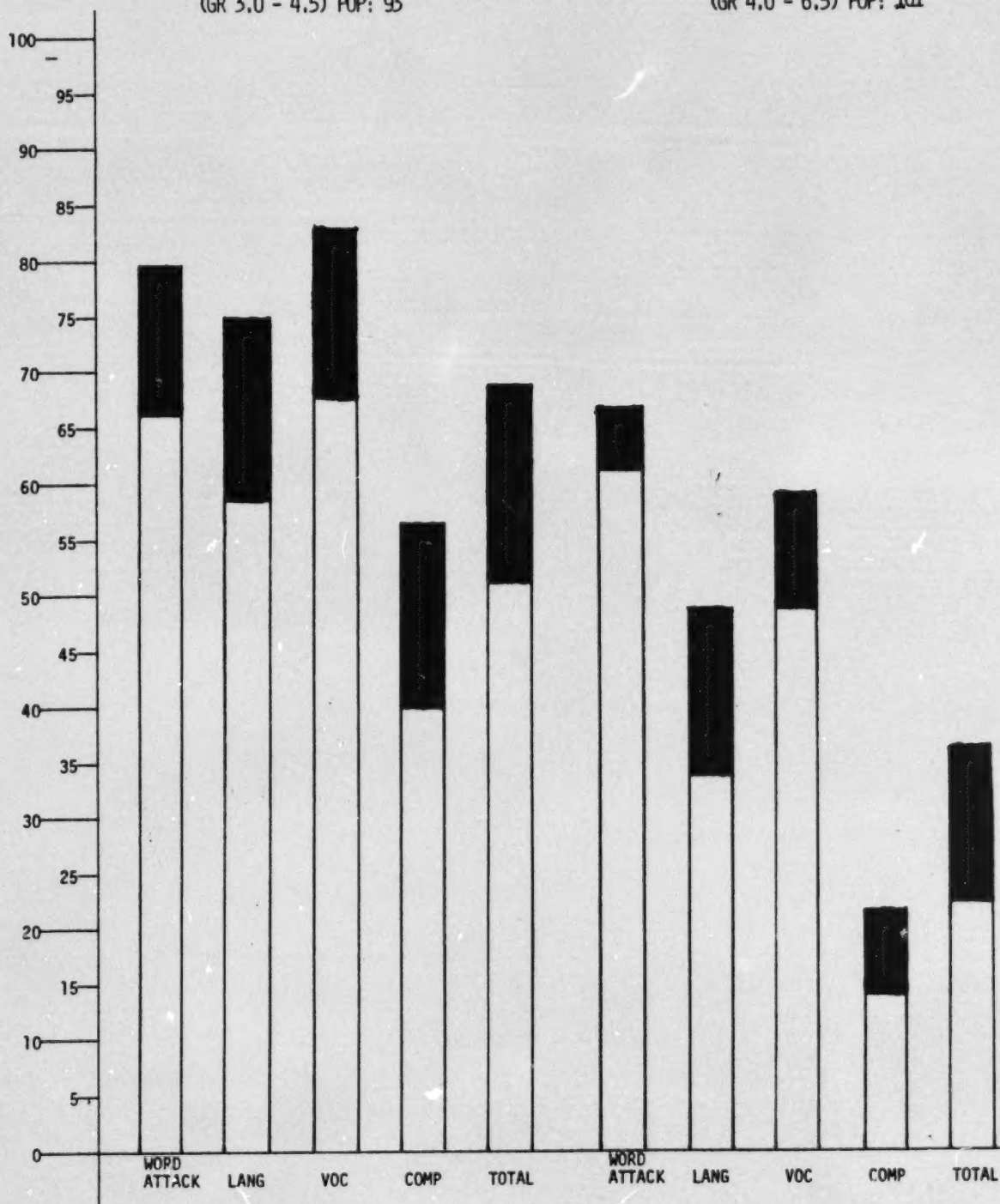
GRADE 7

BLUE

(GR 3.0 - 4.5) POP: 93

ORANGE

(GR 4.0 - 6.5) POP: 101



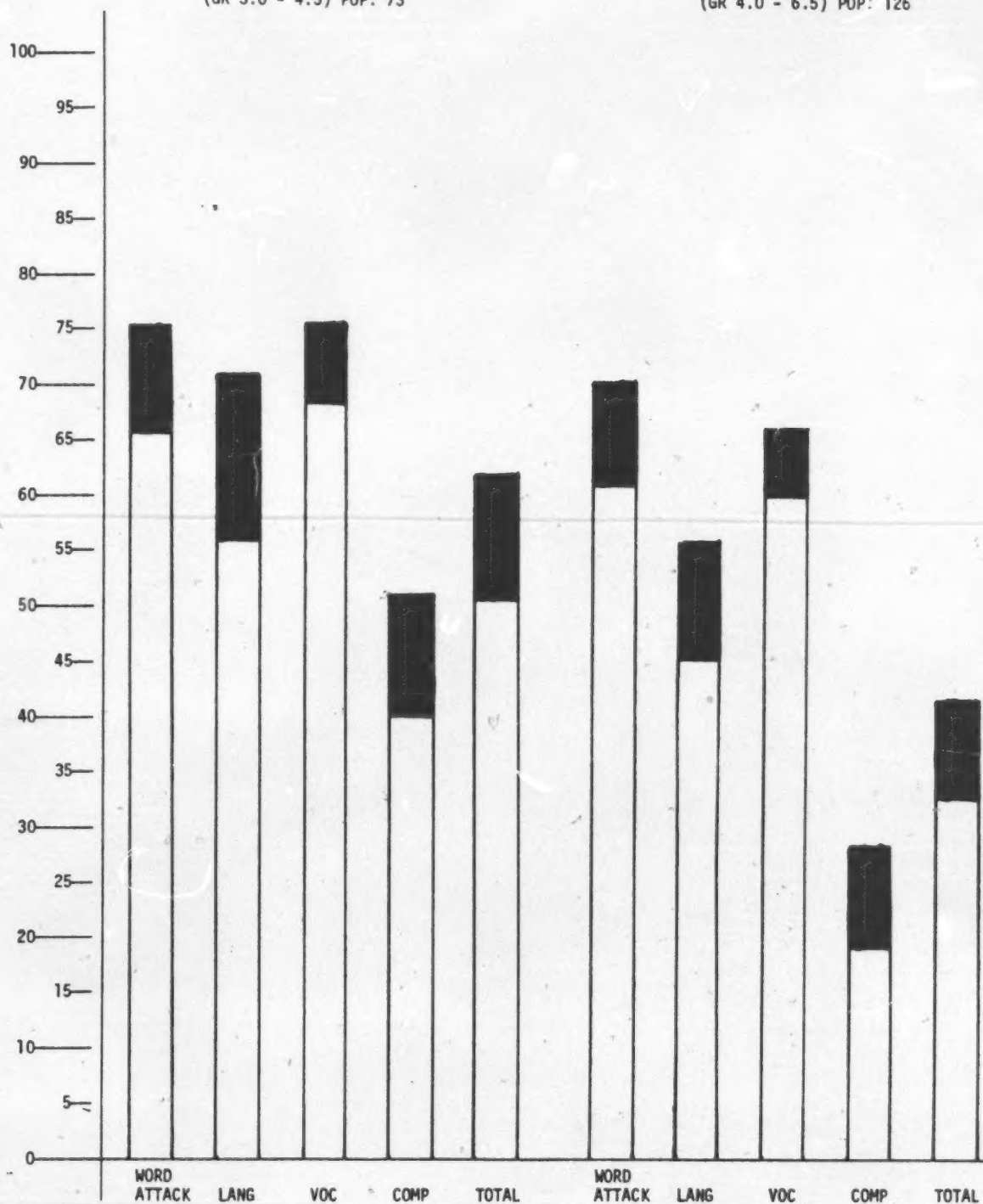
GRADE 8

BLUE

(GR 3.0 - 4.5) POP: 73

ORANGE

(GR 4.0 - 6.5) POP: 126



STATE COMPOSITE

1974-1975

38.

Grade	* PRI Level	N	Objectives Emphasized	Average Pretest Mastery	Average % of Objectives Mastered on Pre-test	Average Posttest Mastery	Average % of Objectives Mastered on Posttest	Gain	Maximum Possible	% of Maximum
2	Red	440	31	10.28	31	24.18	78	13.9	20.72	67%
3	Red	264	30	17.45	58	25.46	85	8.0	12.55	64%
3	Green	291	35	8.86	25	20.42	58	11.56	26.14	44%
4	Green	454	34	13.95	41	23.81	70	9.86	20.05	49%
5	Green	174	36	16.16	45	25.15	70	8.99	19.84	45%
5	Blue	244	34	14.10	41	21.37	63	7.27	19.90	37%
6	Blue	279	33	17.27	52	23.00	70	5.73	15.73	36%
7	Blue	93	34	18.95	56	24.21	71	5.26	15.05	35%
7	Orange	101	28	9.05	32	11.85	42	2.80	18.95	15%
8	Blue	73	34	18.80	55	21.98	65	3.18	15.20	21%
8	Orange	126	28	10.82	39	13.50	48	2.68	17.18	16%

* The PRI objectives are most widely taught to at the following grade levels in the national curriculum:

<u>LEVEL</u>	<u>GRADE</u>
Red Book (A)	1.5-2.5
Green Book (B)	2.0-3.5
Blue Book (C)	3.0-4.5
Orange Book (D)	4.0-6.5

PART III

In February of 1976, CTB/McGraw-Hill was able to produce normative data from the administration of the Prescriptive Reading Inventory.

The grade equivalent scores, percentile scores, and achievement developmental scale scores were derived from the California Achievement Test-1970 edition after extensive field testing revealed that the correlation on the performance of children between the PRI and the CAT '70 matched - in fact was better - than the correlation between two forms of the CAT '70.

In an attempt to preserve as much as possible the integrity of the criterion-referenced testing approach, normative data will not be used to report individual student nor group performance. This data is useful in satisfying Federal auditors that children selected for Title I services are eligible for those services and in the initial years of this pilot project to satisfy critics that children who show growth in mastery of reading objectives will also perform well on a normative based test.

FALL TESTING - 1975

BASED ON PRI

GRADE LEVEL AT TESTING	TOTAL STATE POPULATION	TOTAL TITLE I POPULATION TESTED W/PRI	TITLE I % OF TOTAL	GRADE EQUIVALENT SCORES			
				VOCAB	COMP	TOTAL	GAP
1.1	8,415	19	0%	.8	.6	.8	.3
2.1	8,010	552	7%	1.4	1.2	1.4	.7
3.1	7,738	834	11%	2.0	2.0	2.1	1.0
4.1	8,195	691	8%	2.7	2.7	2.7	1.4
5.1	8,556	598	7%	3.2	3.1	3.1	2.0
6.1	9,295	535	6%	3.8	3.9	3.8	2.3
7.1	9,429	294	3%	4.8	4.9	4.8	2.3
8.1	9,538	278	3%	4.9	5.0	4.9	3.2

CONCLUSIONS BASED ON PRI RESULTS

1. There is a positive relationship between the performance levels of "average" and "above average" readers and the objectives rated essential to reading mastery even though the identification of capable readers and the rating of objectives were separate activities.
2. Children in Title I reading projects in the lower elementary grades make greater gains in closing the gap with average readers than do children served in the upper elementary grades.
3. Children in Title I reading projects in the upper grades achieved measurable growth in reading mastery even though these children were the ones most difficult to reach.
4. The pre-test of children in upper grades (6-8) showed better performance on word attack objectives than on comprehension objectives.
5. The post-test of children in the upper grades (6-8) did not indicate appreciably more growth on the word attack objectives than on the comprehension objectives even though a great deal of emphasis was given by teachers to word attack objectives.
6. Children in Title I reading projects have shown mastery in some comprehension skills often considered either too difficult or inappropriate for children performing below grade level (e.g., imagery, reality/fantasy, motive/cause).
7. Students have a great deal of difficulty mastering objectives necessary for good performance in content areas such as social studies and science (e.g., recognition of cause and effect, recognition of the main idea of a passage).

RECOMMENDATIONS

The data collected from the PRI and the general support given the criterion-referenced testing program suggest that:

1. The State continues to exert its leadership and efforts in support of the criterion-referenced testing approach to assessing competency levels in its reading programs.
2. The emphasis for use of resources in compensatory education reading projects continues to be at the elementary level.
3. The State explores workable procedures for assessing student competencies at the pre-reading level using a criterion-referenced testing format.
4. Local school districts be encouraged to develop viable reading programs for children with reading deficits in grades 6-9.
5. The State continues its efforts at gathering information on the performance of various groups of students on the reading objectives in the PRI test in order to have the data base which will enable administrators to make appropriate decisions on project goals, activities and assessment.
6. The State increases its efforts toward improving the efficiency and promptness of the computer scoring service and take steps to assure that such reports get to the teachers in the projects.
7. The local school districts be encouraged to examine carefully student performance on each of the objectives as a means of setting more accurate priorities in subsequent instructional programs.
8. Teachers in the content field be made aware of the strengths and weaknesses of students' reading skills through a closer coordination with the district reading specialists.
9. The State explores similar assessment approaches in other cognitive instructional activities such as mathematics.

PREScriptive READING INVENTORY (PRI)

LIST OF OBJECTIVES

The *Prescriptive Reading Inventory* is a criterion-referenced test that evaluates the mastery or non-mastery of a set of explicit objectives stated in behavioral terms. Every item in the test is directly associated with one of these objectives.

An educational objective defines an intended outcome of instruction. In behavioral terms, it describes the specific ways in which the behavior of students is expected to be changed by instruction in the classroom. It identifies the behavior act, defines the conditions under which the behavior is to occur, and often describes the standard of acceptable performance. A criterion-referenced test provides an inventory of observable student behavior.

The preparation of an inventory involves developing the objectives at a level of specificity that is diagnostically meaningful. The objectives must be relevant to the curriculum and amenable to testing. In considering the level of specificity, a distinction must be made between *process* and *terminal* objectives. A process objective describes the specific activity through which a student learns. A terminal objective describes the behavior the student will be able to display after instruction. The process objectives are the particular classroom activities that lead to mastery of the terminal objectives. A set of well-defined

and comprehensive terminal objectives can define a curriculum. A criterion-referenced test is constructed from a list of terminal objectives and thus can measure the extent to which the objectives of the curriculum have been met.

Analysis of a list of objectives will show that they are ranked in a continuum ranging from simple to complex skills. After objectives are organized, some selection must be made to meet testing constraints. The selection of objectives to be measured by the test depends upon: (1) the appropriate level of specificity; (2) the position of the behavior in the skills continuum for the age or grade level to be tested; (3) the degree to which the behavior is implicit in others; (4) the constraints imposed by the test's length; and (5) the nature of the population to be tested.

The PRI is constructed upon a set of behaviorally-stated objectives most widely used in the curriculum throughout the nation for Grades 1.5-6. The list of objectives in reading was developed by a staff of reading specialists who analyzed five of the leading basal reading programs. A list of 1248 behaviors for reading and related study skills resulted from the analysis. It was reviewed and studied for viability as a description of the reading process. To avoid tests of unmanageable

length for Grades 1.5 — 6 and provide flexibility across grades, behaviors were selected for testing that had the following qualifications:

- (1) introduced in a minimum of three of the analyzed reading programs at any grade level
- (2) appeared in a minimum of three programs across a pair of grades in the proposed test levels
- (3) differed markedly in the processes involved but fell into the same terminal category
- (4) appeared as preprimer and primer behaviors in all programs at those levels

The following types of behaviors were omitted from the PRI:

- (1) not measurable in a paper-and-pencil test

- (2) involved in study skills at the upper grades and can be appropriately tested with a language arts inventory

- (3) subsumed by, or implicit in, another behavior

- (4) considered in the realm of language arts above the decoding stage such as those grammar and punctuation skills that are not intrinsic to reading in context

Using these criteria and the results of an item tryout and validity study, 90 behaviors were selected for inclusion in the four levels of the test. Because some of these are tested in successive levels, a total of 155 measured behaviors appear in the four levels of PRI. Each of these behaviors is measured by an average of three to four test items. There are a total of 586 items in the four levels of PRI.

CTB/McGraw-Hill

Published by CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940. Copyright © 1972 by McGraw-Hill, Inc. All Rights Reserved. Printed in the U.S.A. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

PRESCRIPTIVE READING INVENTORY

LIST OF OBJECTIVES

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
Recognition of Sound and Symbol				
1. The student will distinguish between unlike vowel sounds and demonstrate recognition of like vowel sounds by matching oral words with printed words, printed words with printed words, or printed words with pictures; or will identify the variant sounds of the same vowel and discriminate among them by choosing the word with the same vowel sound as a given printed word.	X	X		
2. The student will identify the letters representing a consonant sound (single consonants, blends, and digraphs) by matching the letters with pictures containing that sound; by recognizing the letters that represent that sound in oral words; or by identifying the printed word which contains that oral sound.		X		
3. The student will demonstrate recognition of like vowel sounds and will distinguish between unlike vowel sounds by matching oral words with printed words.	X			
Phonic Analysis				
4. The student will employ consonant substitution to select the correct word to complete a sentence, when given a word with a single consonant and several words which are identical except that they begin with a consonant blend.	X			
5. The student will employ consonant substitution in choosing from specified initial or final consonants to make a new word when given a printed word.	X	X		
6. The student will employ consonant substitution to complete a sentence by identifying the correct word from among words that are identical except for the final consonant.	X			
7. The student will demonstrate recognition of syllables by identifying the number of syllables in oral or printed words.	X	X		
8. The student will demonstrate recognition of the sounds of word parts in identifying rhyming words.		X		
9. The student will identify the silent letters within words to show recognition of silent letters.		X	X	

OBJECTIVE

LEVEL

	Red A	Green B	Blue C	Orange D
10. The student will identify silent vowels within words to show recognition of silent vowels.		X		
11. The student will identify variant vowel sounds by indicating the words that contain the same <u>y</u> sound.		X		
12. The student will identify variant vowel sounds by indicating the words that contain the same <u>r</u> -controlled vowel sound.		X		
13. The student will discriminate between variant vowel sounds — <u>ea</u> , <u>oo</u> , <u>ai</u> , <u>aw</u> , <u>ou</u> , <u>ow</u> , <u>oi</u> , <u>oy</u> — in identifying a word that has the same sound as the underlined digraph or diphthong in another word.			X	X
14. The student will demonstrate recognition of the variant phonetic sounds of word parts by identifying words with the same vowel sound — <u>aw</u> , <u>er</u> , <u>ur</u> , <u>ear</u> , <u>ow</u> , <u>ew</u> , <u>ou</u> , <u>ir</u> , <u>ough</u> , <u>tion</u> (shun) — or words with the same sound as the part.		X	X	X
15. The student will blend phonetic parts to build new words by joining together the underlined parts of two words.			X	X
Structural Analysis				
16. The student will make use of inflected word forms in choosing designated forms of words (singular or plural), or in matching singular or plural words with pictures.	X			
17. The student will make use of affixes and inflected word forms in employing in sentences words to which endings (<u>ed</u> , <u>s</u> , <u>ing</u>) have been added, or in identifying an affix that makes sense when added to a word in a phrase or sentence.	X	X		
18. The student will identify a correct possessive form, as used in a phrase, from among the given singular, plural, singular possessive, and plural possessive forms of the same word.		X		
19. The student will demonstrate recognition of the positive, comparative, and superlative forms of adjectives in selecting the correct form (all provided) of the same adjective.	X	X		
20. The student will identify the meaning of prepositions and prepositional phrases in choosing phrases to complete sentences or in matching sentences with pictures.	X			
21. The student will make use of pronouns by choosing the correct pronoun to complete a sentence, or by substituting the correct pronoun for a noun in a sentence.	X	X		

OBJECTIVE

LEVEL

	Red A	Green B	Blue C	Orange D
22. The student will make use of pronouns by identifying the referent of a certain pronoun or by identifying a sentence containing incorrect pronoun usage.			X	X
23. The student will make use of contractions and contracted possessives in selecting contractions for word pairs, matching contractions with them, or in supplying the contracted form of a given verb phrase.	X	X		
24. The student will demonstrate recognition of compounds by identifying compound words.	X			
25. The student will identify words that are compounds or will select a word to complete a compound.			X	
26. The student will employ the mechanics of word structure involving endings that require spelling changes by identifying the root or base word, or by identifying the word with the ending correctly added.		X		
27. The student will demonstrate tense usage in selecting the correct verb to complete a sentence in a given tense (e.g., What is happening now? What has already happened?).		X		
28. When given the forms of an irregular verb, the student will demonstrate subject-verb agreement in selecting the correct form of the verb to complete a certain sentence.	X			
29. The student will build sentences in combining subjects and predicates.	X			
30. The student will build sentences in selecting the appropriate phrase to complete an incomplete sentence.			X	
31. The student will demonstrate recognition of the kind of information in sentence parts by indicating whether certain phrases in sentences tell <u>when</u> , <u>where</u> , <u>how</u> , <u>what kind</u> , or <u>why</u> .			X	
32. The student will demonstrate recognition of affixes and endings by identifying prefixes and suffixes in an affixed or suffixed word.			X	
33. The student will use affixes to build words by adding the correct affix to a word so that it will complete a sentence or phrase.			X	X
34. The student will identify the relationship of roots and affixes by selecting correct definitions for certain affixed words.		X	X	X
35. The student will select the definition of the affix in an affixed word.				X

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
36. The student will employ punctuation in identifying correct usage of commas in general punctuation, or in using commas to set off an adjectival phrase, phrases in a series, or words in a series.				X
37. The student will employ punctuation in selecting a sentence that requires an exclamation point.			X	
Translation				
38. The student will match like or unlike entities by pairing words with their definitions.	X			
39. The student will match like or unlike entities by pairing words with their synonyms.	X			
40. The student will match like or unlike entities by pairing words with their antonyms.	X			
41. The student will match like or unlike entities by pairing both negative and positive sentences with pictures.	X			
42. The student will demonstrate ability to use context to complete sentences by choosing the only appropriate word from among several unrelated in meaning.	X			
43. The student will make use of context in choosing the appropriate homonym from a pair to complete an incomplete sentence.	X			
44. The student will demonstrate recognition of sentence sense by matching questions and printed answers or by identifying nonsense sentences when presented with them.	X			
45. The student will make use of context to select from words related in meaning the word that will complete a sentence appropriately.			X	
46. The student will make use of context to select from among possible words the most suitable or precise word to complete a sentence.			X	X
47. The student will define phrases in sentence context by associating indicated phrases in sentences with given definitions.		X		
48. The student will employ context to demonstrate recognition of word meaning by identifying the correct definition of a word indicated in a sentence.		X	X	X
49. The student will define words in isolation by matching certain words with their definitions.		X	X	X

OBJECTIVE

50. The student will employ context to define multi-meaning words by comparing certain sentences containing such words with definitions, or by selecting a sentence from a pair of sentences containing the word to match a given definition.
51. The student will demonstrate recognition of the relation of multi-meaning words to synonyms by selecting from a group of words the synonym for a multi-meaning word used in a sentence.
52. The student will show recognition of synonyms by selecting the synonym for a certain word.
53. The student will show recognition of antonyms by selecting the antonym for a certain word.
54. The student will show recognition of homonyms by selecting the correct homonym from a pair to complete a sentence, or by identifying the correct homonym as used in a sentence.
55. The student will demonstrate recognition of homographs and heteronyms by choosing the correct homograph from two given phonetic transcriptions (e.g., wind, wind).
56. The student will demonstrate recognition of homographs and heteronyms by selecting the correct heteronym for a sentence from two that have been divided and accented (e.g., des' ert, de sert').

Literal Comprehension

57. The student will demonstrate recall of sequence of events in written material by indicating the specific part of a story in which an event or action occurred (e.g., "first part" or "last part"); by indicating when an event happened in relation to other events; or by selecting the correct arrangement of a series of events.
58. The student will demonstrate recognition of setting in reading matter by identifying the setting of a paragraph, a story, or a part of a story; or by answering questions about the effect of the setting in a story.
59. The student will demonstrate recall of story detail by selecting from among possible facts — actions, places, names, descriptive words — the one that occurred in the story, or by completing sentences that list part of the detail.
60. The student will recall story details in naming the story or story part in which certain events occurred.

	LEVEL			
	Red A	Green B	Blue C	Orange D
		X		
			X	
		X	X	X
			X	X
		X	X	
		X		
				X
	X	X	X	X
	X	X	X	X
	X	X	X	X
			X	

OBJECTIVE

LEVEL

61. The student will recall story details in identifying true statements about the story.

Interpretive Comprehension

62. The student will demonstrate recognition of cause and effect by identifying the cause of a given effect in a story, by matching groups of causes and effects, or by identifying the effect of a given action.
63. The student will demonstrate perception of inference by identifying the correct inference that can be drawn from reading material or by answering questions about the material that require inferences to be drawn.
64. The student will demonstrate the ability to form conclusions from reading material by identifying or supplying the logical conclusion or choosing the best of several conclusions, or by answering questions that require conclusions to be drawn.
65. The student will identify the clues in reading material that lead to a conclusion.
66. The student will draw inferences in anticipating or predicting future action or events based upon the content of reading material.
67. The student will demonstrate recognition of the main idea of a passage or story by selecting the most appropriate title; by choosing the word, phrase, or sentence that tells the main idea; or by identifying the theme, moral (lesson), or best summary statement for a given selection.
68. The student will employ character analysis in identifying or describing the feelings of a character at a particular time or throughout a story.
69. The student will employ character analysis in indicating or describing the reason for, or justification of, a story character's action.
70. The student will demonstrate the ability to describe and analyze characters by selecting or identifying character names, manner of speech, specific descriptive words, or descriptive sentences, or by answering questions about or choosing descriptions of character traits and attitudes.
71. The student will demonstrate the ability to recognize and define descriptive words and phrases by identifying descriptive words and phrases from among given ones or by choosing the most appropriate descriptive word for a person or thing.

Red A	Green B	Blue C	Orange D
		X	
X	X	X	X
X	X	X	X
X	X	X	X
			X
	X	X	X
X	X	X	X
X	X		
X	X		
	X	X	X
		X	

OBJECTIVE

LEVEL

	Red A	Green B	Blue C	Orange D
72. The student will demonstrate perception of sensory imagery by choosing the most intense or appropriate imagery for a given sense; by indicating the sense to which certain sensory images appeal; or by selecting the example of sensory imagery that answers a given question or completes a given sentence.	X	X	X	
73. The student will recognize and employ idioms and figurative language as elements of style by selecting or supplying parallel figures, appropriate sentence completions, or literal definitions.			X	X
74. The student will recognize the purpose of figurative language by defining examples, distinguishing between literal and figurative use of words, supplying examples, or identifying its purpose.		X		
75. The student will demonstrate the ability to recognize and define similes by locating a simile in reading material and choosing its meaning or identifying its referent; by choosing the sentence containing a simile; by choosing a simile to define a phrase; or by identifying a simile.			X	X
76. The student will demonstrate the ability to recognize and define metaphors by selecting the definition of a metaphor; by completing a certain sentence with a metaphor; or by identifying a metaphor.			X	X
77. The student will show perception of mood by identifying the story elements that set the mood; by identifying in a story the point at which there is a mood change; or by choosing the mood that describes a story or a part of the story.		X	X	X
78. The student will demonstrate recognition of the period or time plan of reading material by using whatever facts or clues are given to determine the period or time span of the material, part of the material, or a specified event.		X	X	X
Critical Comprehension				
79. When given a problem, the student will demonstrate the ability to make judgments by selecting the best solution from those given.	X			
80. The student will demonstrate recognition of the literary form of the fable by identifying, describing, or making use of it.			X	
81. The student will demonstrate recognition of the literary form of the satire by identifying or describing it, identifying the techniques involved and their effect, or by differentiating it from similar forms.				X

OBJECTIVE

	LEVEL			
	Red A	Green B	Blue C	Orange D
82. The student will demonstrate recognition of the literary form of the myth by identifying or describing it, matching it with a literal explanation or the events it explains, differentiating between myth and reality, or differentiating it from similar forms.				X
83. The student will distinguish between fantasy and reality by identifying real and make-believe sentences in a group of sentences, or by identifying real and make-believe elements in a given story.	X	X	X	X
84. The student will distinguish between fantasy and reality in written material by identifying elements in a story that could or could not be true.			X	
85. The student will distinguish between fact and opinion by identifying or defining elements in reading material that are fact or opinion.				X
86. The student will demonstrate recognition of propaganda techniques by identifying an author's attempt to sway the reader to a particular point of view.				X
87. The student will demonstrate recognition of techniques used to create effects with irony or fanciful language by identifying or defining the technique, or its purposes and uses.				X
88. The student will demonstrate recognition of techniques used to create effect by identifying altered syntax or by choosing a response to a question about altered syntax.				X
89. The student will demonstrate recognition of author purpose by identifying the purpose of a given selection (e.g., to entertain, to inform), or by identifying the techniques used by the author to attain his purpose.			X	X
90. The student will demonstrate recognition of symbolism by identifying symbols; by selecting the meaning of given symbols; or by selecting the best symbol for a certain concept, trait, etc.				X